

**Standards of Quality and Effectiveness for
Education Specialist Credential Programs
(Including University Internship Options)
and
Clinical Rehabilitative Services Credential Programs**

**Handbook for Postsecondary Institutions
and Accreditation Reviewers**

California Commission on Teacher Credentialing

State of California

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**Standards of Quality and Effectiveness for
Education Specialist Credential Programs
(Including University Internship Options)
and
Clinical Rehabilitative Services Credential Programs**

**Created and Recommended by the
Special Education Advisory Panel
(1994-96)**

**Assisted and Supported by the
Professional Services Division
California Commission on Teacher Credentialing**

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State of California

Pete Wilson, Governor

December 1996

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Standards of Quality and Effectiveness for Education Specialist Credentials and Clinical Rehabilitative Services Credentials

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Part 1

Introduction to the Standards for Education Specialist Credentials and Clinical Rehabilitative Services Credentials

Foreword

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to earn credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The California Commission on Teacher Credentialing is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As the policymaking body that establishes and maintains standards for the education profession in the State, the Commission is concerned about the quality and effectiveness of the preparation of teachers, administrators, and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders.

In recent years, the Commission has redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. This redesign was based on the premise that the status of credential preparation programs in colleges and universities should be determined on the basis of *standards* that relate to significant aspects of the *quality* of those programs, and that *education professionals* should help to define, interpret and implement those standards based on their professional expertise and perspectives.

The Commission considers the preparation of special educators to be critically important to the success of students. The changing demands of schooling and new expectations for all educators call for carefully designed, comprehensive preparation programs for prospective educators, intensive induction support for beginning educators, and continued professional development and renewal on the part of experienced educators. The standards contained in this *Handbook* were drafted by the Commission's Special Education Advisory Panel after a comprehensive review of current issues and programs in special education, extensive consultation with professionals throughout the State, and thoughtful consideration of the future needs of the students served in California schools.

An Historical Perspective on Changing Policies and Practices in Special Education

Public Law 94-142, the Education for All Handicapped Children Act of 1975, was established to ensure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs. Individualization is required to meet the unique needs of each child with a disability. The law states that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily . . ." [20 USCS § 1412(5)]. The intent of the law is that the educational environment should be adapted to fit the needs of students. That is, the individual with disabilities should be the focus of discussions regarding options for educational placement.

In recognition of the importance and the value of early intervention services, Congress passed amendments to Public Law 99-457, the Education of the Handicapped Act of 1986, establishing the Handicapped Infant and Toddler Program and the Preschool Handicapped Program, commonly referred to as "Part H" of the Individuals with Disabilities Education Act (IDEA). Part H focuses on services for children from birth to three years of age, who are developmentally delayed or who have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay.

Two other significant statutes related to providing appropriate education and equal opportunity to individuals with disabilities have mandates and effects broader than the field of education. The Rehabilitative Act of 1973 (29 U.S.C. § 794) ("Section 504") was enacted to eliminate discrimination on the basis of handicap in programs receiving federal funding. The Americans with Disabilities Act (ADA), Public Law 101-336, passed in 1992 and patterned after Section 504, gives civil rights protection to individuals with disabilities in the areas of employment, public services, public accommodations, transportation, and telecommunications.

As the complexity of student needs increases, schools are challenged to develop new solutions to meet those needs. Students in California's public schools in particular have become linguistically and culturally diverse. All teachers need an understanding of the cultural and language differences and what these differences mean in the context of the educational process. Continual changes in the organization and delivery of educational services may need to occur to ensure an "appropriate education" is available for all students, including special education students. Similarly, as alternative service delivery models emerge, the credentialing structure and requirements must be encompassing enough to prepare special education teachers for different roles. Among these changes is a trend toward heterogeneous grouping in special education classes as the overlapping needs of many students with disabilities are not easily categorized. A report of the Council of Chief State School Officers (1987) cites the need for increasing service in the regular classroom as a crucial ingredient in achieving effective educational programs for all "at risk" students. Students with disabilities may receive special education services in regular classrooms, resource rooms, special day classrooms, special schools, home/hospital settings, correctional facilities, nonpublic, nonsectarian schools and agencies, and alternative instructional settings other than classrooms.

Changing Roles and Expectations for Educators

Many new priorities have increased expectations so that, in order to meet the needs of students in today's classrooms, the roles of all educators are changing, often requiring knowledge and skill sharing through consultation. An emphasis on transition planning speaks to the roles and responsibilities of all service providers to ensure more successful transitions from early intervention to school-age and post-school life. It is evident that collaborative planning and implementation skills are becoming a professional necessity to meet the needs of all classrooms of the future, in both teacher preparation programs and local education agencies delivering services. In addition, advances in technology are linking schools and educators at all levels. Growing access to information and the use of assistive technology devices used to improve the functional capabilities of individuals with disabilities will enhance communication and instruction while pointing to the need for students and educators alike to adapt to new styles of learning.

Two reform efforts, the school "restructuring" movement and the "general education initiative", have a common purpose: to provide effective, high quality education for the increasingly diverse learners in American schools. The general education initiative asked schools to accommodate students with learning problems by assuming shared responsibility for special education at the school building level (Will, 1986). Proposals to accomplish this reform movement suggest expanded instructional approaches in general education and an organizational merger of special education and general education in order for students with disabilities to have increased opportunities for access to meaningful curricular content (Gartner & Lipsky, 1987; Reynolds, Wang, and Walberg, 1987). A high priority must be placed on teacher preparation and support necessary to plan and work in teams to meet the needs of all students.

Intensive Induction Efforts for Beginning Teachers

To address the need for continuing professional development, the Beginning Teacher Support and Assessment (BTSA) Program was established in 1992 by the California Legislature and the Governor as a consequence of a pilot study by the Commission and the California Department of Education, which was called the California New Teacher Project (CNTP). The CNTP was a four-year evaluation of alternative models for supporting and assisting the professional development of first-year and second-year teachers, and for assessing their competence and performance in the classroom. In the final report of this project, the Commission and Department reported that fewer than half of California's school districts provide the support and training that beginning teachers need to become better teachers, remain in the teaching profession, and help their students become successful learners. The CNTP demonstrated that intensive support, continued training and informative assessments of teachers in their first professional years result in significantly better instruction for students. The pilot study also demonstrated conclusively that intensive support for new teachers costs *less* than the operational costs of recruiting, finding and hiring replacements when novice teachers resign because of poor support and inadequate information.

The purposes of the BTSA Program, as defined by the Legislature in Senate Bill 1422 (Bergeson), include: providing an effective transition into the teaching career for first and second-year teachers in California; improving the educational performance of students through improved training, information, and assistance for new teachers; and ensuring the professional success and retention of beginning teachers who show promise of becoming highly effective professionals (Education Code § 44279.2). To this end, the state agencies have frequently encouraged local school districts involved in pilot projects to collaborate with colleges and universities in sponsoring a variety of intensive induction programs for beginning teachers. The Commission and the California Department of Education have also encouraged the directors of local BTSA Programs to include new teachers of special education in their programs of mentoring, training, and formative assessment.

Recent California Statutes Pertaining to Special Education

In California, Part 30 of the Education Code relative to special education programs was rewritten in 1980 to implement the Master Plan for Special Education statewide. However, numerous legislative measures have continually modified California statutes since 1980. Some of the legislation impacting education is summarized below.

The passage of the School-Based Coordination Program Act (Assembly Bill 777, Chapter 1282, Statutes of 1981), has supported efforts by schools to gain greater access to funds and resources needed to fund their plans for meeting the needs of a wide range of students in schools, including those with special education needs. Senate Bill 1274 (Chapter 1556, Statutes of 1990), the Demonstration of Restructuring in Public Education, was passed in an effort to encourage a restructuring in public education in order to implement local designs to support and improve student learning. Assembly Bill 369 (Chapter 1296, Statutes of 1993) amended the Education Code pertaining to School-Based Program Coordination to allow team-teaching for special day classes for learning disabled students to be provided to individuals who have not been identified as having exceptional needs provided that all identified individuals with exceptional need are appropriately served and a description of the services is included in the school site plan. Senate Bill 1085 (Chapter 945, Statutes of 1993) brought California into compliance with Part H of the IDEA by mandating the state's participation in that program for infants and toddlers (birth through age two) and their families. SB 1085 also requires that the lead agency, the Department of Developmental Services, the California Department of Education, and local education agencies collaborate to provide early intervention services for this population.

Assembly Bill 2304 (Chapter 388, Statutes of 1989) amended Sections 44265 and 44265.5 of the Education Code by expanding the authority of the Commission to determine the standards and requirements for all specialist credentials, including whether the basic teaching credential should be required for every specialist credential. This statutory change was made because practitioners, parents, and faculty involved in special education teacher preparation pointed out the need for change in program guidelines and credential authorizations to better serve an increasingly diverse student population in California schools.

Special Education Credentialing in California Under the Ryan Act (1970)

Over the course of twenty-five years, several special education credential statutes have been enacted in a piecemeal fashion. As a result, special education credentials exist in a structure that lacks internal coherence, and that is not congruent with the changing needs of California students. This structure was created in 1970, when the Ryan Act established four Specialist Instruction Credentials in Special Education: *Learning Handicapped*, *Severely Handicapped*, *Communicative-ly Handicapped*, and *Physically Handicapped* (including orthopedically handicapped and visually handicapped). Special education credential programs were initially approved by the Commission in 1972-73. In 1974, under the term "individuals with exceptional needs", the same four subclassifications identified by the Ryan Act were also identified in the California Master Plan for Special Education.

Other additions included the *Clinical Rehabilitative Services Credential* including authorizations in *Language, Speech and Hearing*; *Special Class Authorization*; *Audiology*; and *Orientation and Mobility*, which were implemented in 1976. Statutes were also passed in 1978 requiring persons employed to teach blind or partially seeing students to hold Special Education Specialist Credentials. The Commission adopted guidelines for approving programs and established a separate *Visually Handicapped Credential*. The Title 5 regulations for the *Resource Specialist Certificate of Competence* went into effect in September 1980. At the same time, public education agencies wishing to submit assessment plans for approval by the Commission were

authorized to assess and recommend candidates for a clear *Resource Specialist Certificate of Competence*. Each "local assessor agency" is responsible for determining the candidate's proficiency level on all of the competencies required for the certificate.

In 1985, the Commission enacted regulations to require individuals initially employed after September 1988 to instruct seriously emotionally disturbed (SED) students to have completed program components specific to the *Seriously Emotionally Disturbed*. Programs for the *Specialist in Special Education Instruction Credential--Severely Handicapped*, authorizing the teaching of individuals who are emotionally disturbed, did not include skills and competencies specific to this area. The Commission also passed regulations in 1985 to require individuals initially employed after September 1988 to instruct "other health impaired" (including autistic). The *Specialist Credential in Special Education for Severely Handicapped*, authorizing the teaching of *Other Health Impaired (OHI)*, did not include components necessary to effectively instruct students who are other health impaired (autistic). Although SED and OHI are not specific authorizations that appear on the specialist credential, institutions are now required to incorporate the competencies that are in Title 5 regulations into special education preparation programs for SED and OHI students to ensure that candidates are adequately prepared.

Adapted Physical Education (APE) authorizations also went into effect in 1985 and *Standards of Program Quality and Effectiveness for the Adapted Physical Education Specialist* were adopted by the Commission in December 1992. The APE Specialist carries a limited authorization which requires a prerequisite credential for teaching physical education.

The most recent change in administrative regulations by the Commission, adopted in 1990, is the five-year *Preliminary Specialist Credential in Special Education* specifically designed for out-of-state credentialed special education teachers who have completed programs equivalent to California requirements and who wish to work in California. As a consequence of this regulatory change, out-of-state special educators are given a five-year period to complete the basic teaching credential requirements.

Rationale for Changes in Credential Policies

In California, as student diversity increases relative to race, language, income, exceptionality, and culture, the State has an obligation to provide quality education for all students. Educators in both general and special education must address diversity, values, and respect for individual differences in areas such as cultural and social changes in families, physical differences and the wide range of disabilities, at risk populations with high potential for failure, and the high referral rate for special education services.

Special education programs serve a diverse group of learners in public schools. This diversity is evident in the range of disabilities included under the rubric of special education and the continuum of severity that characterizes each type of exceptionality. In responding to the legal mandate to provide special education services to infants through young adults (0-22) with heterogeneous grouping (age, ability, numbers), the state must provide a full continuum of options that are responsive to a variety of alternative delivery systems in which program placement decisions are IEP-driven. Special educators must have expertise in modifying the curriculum and they need to be prepared and authorized to serve individuals with disabilities across a variety of educational settings. Section 56001 (n) of the Education Code states that it is the intent of the Legislature that "appropriate qualified staff are employed, consistent with credentialing requirements, to fulfill the

responsibilities of the local plan and that positive efforts to employ qualified individuals with disabilities are made".

The policies adopted by the Commission in 1993 are reflected in the new *Standards of Program Quality and Effectiveness for Education Specialist Credentials and Clinical Rehabilitative Services Credentials*. The standards respond to the evolving nature of special education service delivery and integrate regular and special education professional preparation. The "core" standards address the need for special educators to be prepared to work with a variety of disabilities, to gain greater knowledge and understanding of the diversity of individual differences and needs of students, and instructional techniques that are effective with many types of learners.

Credential Definitions and Authorizations

An important function of any licensing system is to ensure that work done by licensees is related to their professional preparation. This function is especially important in the field of special education where the authorizations of credentials and the preparation of practitioners must be closely aligned with each other. The following information about groups of students is intended to guide colleges and universities as they design and implement preparation for practitioners who intend to teach and serve those students in public schools.

Education Specialist Credentials

Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Credentials in the low incidence areas of Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments authorize the provision of services to individuals birth to age 22.

Mild/Moderate Disabilities. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, and serious emotional disturbance.

Educational specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

Moderate/Severe Disabilities. Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

Deaf and Hard-of-Hearing. Deaf and hard-of-hearing students have hearing impairments, whether permanent or fluctuating, which impair the processing of linguistic information through hearing, even with amplification, and which adversely affect educational performance. Processing linguistic information includes speech and language reception and speech, and language discrimination (California Code of Regulations, Title 5, Chapter 3, Section 3030). This credential authorizes the teaching of individuals who are deaf, hard-of-hearing, or deaf-blind.

Physical and Health Impairments. Physical and health impairments include students with orthopedic, neurological and physical health impairments that limit mobility and vitality and adversely affect educational performance. Educational placement of students is based on unique educational needs and characteristics rather than on physical and health impairments. This credential authorizes the teaching of individuals who are orthopedically impaired, other health impaired, with traumatic brain injury or multiple disabilities.

Visual Impairments. Visual impairments include students in the following categories:

- (1) Functionally Blind -- Students who because of the severity of their visual impairment, rely basically on senses other than vision as their major channel for learning, and
- (2) Low Vision -- Students who have a visual impairment and use vision as a major channel for learning.

This credential authorizes the teaching of those who are blind, visually impaired or deaf-blind.

Early Childhood Special Education. Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness, or orthopedic impairment must be served by a professional holding the authorization specific to the low incidence disability.

Early Childhood Special Education Certificate. A certificate program in Early Childhood Special Education was adopted for holders of the Education Specialist Instruction Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities, to be able to expand the authorization to include birth through Pre-K. However, any specialist credential holder may earn the certificate. The certificate could be completed after Level II requirements for a specialist credential have been met, if desired.

Clinical Rehabilitative Services Credentials

Clinical Rehabilitative Services Credentials authorize the provision of services to individuals birth to age 22. These credentials are awarded with specific authorizations in (1) Audiology; (2) Orientation and Mobility; and (3) Language, Speech and Hearing, which may include the Special Class Authorization.

Audiology. The Clinical or Rehabilitative Services Credential in Audiology authorizes individuals to provide audiological assessment, tympanometry, and management of individual and classroom amplification systems and assistive listening devices.

Orientation and Mobility (O&M). The O&M specialist provides blind, visually impaired, and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school, and community environments. O&M specialists provide individuals who are blind, visually impaired, and deaf-blind with structured training and travel experiences to develop orientation skills, including but not limited to, the use of cardinal directions, use of tactual maps and models, and the use of public assistance in determining one's location and developing a plan for reaching a desired destination. The Clinical or Rehabilitative Services Credential in Orientation and Mobility authorizes individuals to provide itinerant services to learners who are blind and visually impaired (birth to age 22), including learners with dual sensory impairments, such as deaf-blindness, concomitant physical impairments, and other multiple disabilities.

Language, Speech and Hearing. The Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing authorizes individuals to provide itinerant (pull-out) speech, language, and communication services and hearing screenings. These services include the appropriate assessment and treatment of individuals with a variety of communicative disorders, and consultation and collaboration with classroom teachers.

Special Class Authorization. The Special Class Authorization permits individuals with a Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing to teach individuals with a variety of communicative disorders in special day classrooms.

Revised Structure of Education Specialist Credentials and Clinical Rehabilitative Services Credentials

Two-Level Structure for Education Specialist Credentials

For the field of special education, the Commission adopted a two-level credential structure because fundamental changes are occurring in how and where students with disabilities are being served, and because general educators and special educators need extended preparation to meet a broader range of student needs. Two phases or levels of training are important because special education professionals are increasingly expected to act as consultants and collaborators with general education teachers and other practitioners in mainstream settings. The two-level structure is designed to meet the changing, growing needs of schools and children.

In adopting the two-stage structure for these credentials, the Commission also decided to drop the requirement that special education teachers earn Multiple or Single Subject Teaching Credentials. To prepare special education practitioners for collaboration with general education teachers, the Commission's new standards require special education candidates to complete coursework and fieldwork in general education as well as special education. The standards also recognize that preparation experiences need to occur earlier in the postsecondary education of teachers, including special education teachers. The Multiple/Single Subject Credential requirement continues to apply to candidates who are prepared under pre-1996 guidelines, but will not apply to candidates whose preparation meets the *Standards for Education Specialist Credentials* in this *Handbook*.

In developing new credential structures and standards, the Special Education Advisory Panel and the Commission considered thoroughly the widespread shortages of qualified teachers for special education assignments. Elimination of the prerequisite teaching credential requirement is intended to reduce these shortages. Additionally, new standards for Professional Level II Credential Programs include support and mentoring expectations that are likely to increase the retention of new special education teachers, according to evaluation studies in the California New Teacher Project, which were co-sponsored by the Commission.

Completion of Professional Level II preparation will be required for Specialist Teaching Credentials *only*. Clinical Rehabilitative Services Credentials will not require Level II preparation because Speech and Language, Audiology, and Orientation and Mobility programs already require a Master's degree to meet their respective national accreditation standards.

Preliminary Level I Education Specialist Credentials

In the Commission's restructured system of special education credentials, the major purpose of the Preliminary Level I Program is to prepare individuals to perform the responsibilities of entry-level special education teaching positions in a variety of settings. Preliminary Level I Programs will include coursework and field experience in both special education and general education. Program length is determined by individual colleges and universities whose programs are based on the Preliminary Level I Standards in this *Handbook*. Subject matter requirements for *Preliminary Level I Education Specialist Credentials* will be the same as for Preliminary Multiple and Single Subject Teaching Credentials: completion of approved subject matter preparation or passage of adopted subject matter assessments. Education Specialist Credential candidates may satisfy the subject matter requirement in the subjects of greatest interest to them.

In the *Preliminary Level I Education Specialist Standards*, key elements include (1) "core" standards to be required for all Education Specialist Credentials and Clinical Rehabilitative Services

Credentials, (2) additional core teaching standards that apply only to Education Specialist Credentials, (3) credential-specific standards for each disability area of special education, and (4) standards for field experiences in both general education and special education settings. One response to the core standards for all Preliminary Level I Credential Programs Category I Standards, is sufficient at an institution. One response is also sufficient when both Education Specialist and Clinical Rehabilitative Services Credentials are offered on a campus.

The Commission's *Study of Competencies Needed By Beginning Special Education Teachers* identified 39 common competencies that are needed by all special education teachers. The Advisory Panel agreed that establishing a core curriculum in special education teacher preparation would foster greater integration of instructional and other services to children and youth with disabilities. A credential structure that is based on a core curriculum for all prospective special education teachers could also help to alleviate the critical shortage of teachers while strengthening the expertise and competence of all teachers.

Preliminary Level I Program Standards have been designed to include experiences that emphasize the core skills and knowledge needed by all special educators, and a cross-section of unique competencies needed to serve students within each credential area. The Preliminary Level I Standards also recognize that Education Specialist Credential candidates must satisfy the statutory requirement to learn alternative methods for reading instruction.

Upon completing the Preliminary Level I Program, receiving an institutional recommendation and submitting an application and fee, the candidate will receive a preliminary *Certificate of Eligibility* if the individual does not already have a teaching position. The certificate is appropriate for candidates who may not immediately seek teaching positions due to moving out-of-state, family issues or other reasons. *The preliminary certificate will authorize one to seek initial employment as a special educator, but will not authorize ongoing teaching service.*

When a candidate is offered a special education teaching position, the employer will sign a *Verification of Employment* form. No institutional recommendation will be needed to move from the *Certificate of Eligibility* to the Preliminary Level I Education Specialist Credential since a recommendation for the credential will have been part of the application for the certificate. Only a verification of employment and a commitment to complete the Professional Level II Program will be required on the form to be provided by the Commission. If a candidate has a teaching position when the Preliminary Level I Program is completed, as is the case with many special education teachers on emergency permits, there will be no need to apply for a *Certificate of Eligibility*. In this case, the *Verification of Employment* form will be completed and sent to the Commission with the credential application, and the Preliminary Level I Credential will be granted immediately. *Verification of Employment* forms will be available at institutions, school districts, county offices and the Commission.

Following receipt of the *Preliminary Level I Education Specialist Credential*, all candidates will need to complete Professional Level II preparation in special education within five years of the date of issuance of the Preliminary Level I Credential. The five-year term of the credential will follow issuance of the Preliminary Level I Credential, when the individual has a teaching position in special education.

In the new credential structure, the Commission anticipates that the *Verification of Employment* form will accomplish three purposes:

- (1) Inform employers of their responsibilities in developing an individual induction plan and in formally designating individuals to serve as support providers for beginning special education teachers.

- (2) Inform each candidate of her/his responsibilities to complete a Professional Level II Program, to develop an individual induction plan in consultation with the IHE and the support provider, and to submit copies of the plan to the IHE and employer within the first year.
- (3) Prompt the Commission to grant the Preliminary Level I Specialist Credential, which will start the five-year timeline for the candidate to complete a Professional Level II Program.

Professional Level II Education Specialist Credentials

In the Commission's new special education credential structure, Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. In adopting new certification policies in 1993, the Commission expected that Professional Level II would include academic requirements, an individualized induction plan with a support component, and an option to allow some requirements to be met with non-university activities. This approach to professional preparation is consistent with the Commission's focus on induction and professional growth, which is evident in both the Professional Administrative Services Credential Standards and the Beginning Teacher Support and Assessment Programs for new classroom teachers. From 1994 until 1996, the Professional Level II Program Standards in this *Handbook* were developed by the Advisory Panel to fulfill all of these purposes, which were established by the Commission in 1993.

When the graduate of a Level I Program obtains a special education position, an application will be filed and the *Preliminary Level I Education Specialist Credential* authorizing service in a specific area will be issued. This credential will be valid for five years while the new teacher completes Level II preparation. One major purpose of the Professional Level II Program is to provide a mechanism for the successful induction of a new professional. The Preliminary Level I Program will establish initial direction for each candidate's Professional Level II individual induction plan, for the purpose of articulating Level II instruction with that provided in Level I. The emphasis of the professional preparation program will be to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success. The essential features of Level II programs include:

Development and Administration of the Induction Plan. As soon as possible, but no later than 120 calendar days of service on the *Preliminary Level I Education Specialist Credential*, the beginning teacher, the employer and the institution will collaboratively design a Professional Induction Plan. This plan will include any academic requirements that apply to all teachers in the program, plus individualized studies and consultations to address the new teacher's needs. The candidate will enroll in an approved program for the *Professional Level II Education Specialist Credential* before the induction plan is completed. The period of induction with a support provider should be at least one full year while the new teacher is employed in a special education position.

Support Activities. The beginning teacher's Professional Induction Plan will include consultations with an assigned support provider, who will meet periodically with the new special education teacher to review class plans, discuss instructional practices, and decide on ways to apply principles that the teacher learned in Level I preparation. As a basis for professional development consultations, the support provider and the new teacher will also view each other's classes from time to time. The support provider will be involved in the ongoing assessment and completion of the Professional Induction Plan, not in the evaluation of new teachers for the purpose of making employment decisions.

Academic Requirements. Each holder of the *Preliminary Level I Education Specialist Credential* will, as part of the Level II Professional Induction Plan, complete a sequence of academic course-work developed by the IHE according to Level II Standards in this *Handbook*. The content of these courses will be advanced, will build on the knowledge base that was established in the Preliminary Level I Program, and will contribute to effective practice. This coursework may also be part of an advanced degree program, such as a Master's degree.

Non-University Activity Option. The Professional Induction Plan may include other professional development activities sponsored by organizations other than colleges or universities, and composing up to 25% or one quarter of the total Professional Level II program, which will be agreed upon by the credential holder, the employer and the IHE. These activities must meet the quality assurances of the Professional Level II Standard related to Inclusion of Non-University Activities. Each IHE will develop a list of existing activities that would be acceptable for a Professional Induction Plan (i.e., summer institutes, short courses offered at conferences, and/or semester or year-long inservice programs offered by county offices, SELPAs or districts). Each institution will inform candidates and employers of the types of non-university activities that are acceptable. The activities may be given academic credit by the IHE, but granting academic credit is not required.

To be granted preliminary approval by the Commission as a program of professional preparation, each institution must offer both the *Preliminary Level I Education Specialist and Professional Level II Education Specialist Credential*, or offer the Preliminary Level I specialist and submit a letter of commitment with the Preliminary Level I document to secure approval for a Professional Level II Program within two years of Preliminary Level I Program approval.

One response to the Professional Level II, Category I Core standards for all specialist teaching credential programs is sufficient. Institutions that wish to collaborate with other institutions to offer a two-level program must submit a joint plan to engage in a partnership for Level I and II. The partnership must include a rationale for why a partnership is necessary to give candidates access to a Level I and/or Level II program in a given geographic region and must explain how access will be accomplished.

Early Childhood Special Education Certificate

Institutions that wish to offer the Early Childhood Special Education Certificate as an additional authorization to the Education Specialist Credentials must address the standards specific to the Early Childhood Special Education Certificate included in this *Handbook*. Institutions that intend to offer the Early Childhood Special Education Certificate only, not the full credential program in Early Childhood Special Education, must have approved programs for both the *Preliminary Level I Education Specialist and Professional Level II Education Specialist Credentials*. The Early Childhood Special Education Certificate is not considered part of the Professional Level II program, but a way to expand the age authorization following completion of Level II. Any current credential holder may also apply for this certificate, if desired.

Specialists in Mild/Moderate Disabilities and Moderate/Severe Disabilities will be authorized to serve K-12 students, including adults, but may wish to expand the authorization to birth through age 21. Teachers with Education Specialist Credentials in Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments are authorized to serve birth through 21, but may add the certificate for professional growth reasons, if desired.

Renewal of Professional Level II Education Specialist Credentials and Clinical Rehabilitative Services Credentials

When the new structure for special education credentials was being adopted (1993), the Commission was also establishing credential renewal requirements for all Specialist and Services Credentials. The credential renewal requirements will, therefore, apply to *Professional Level II Education Specialist Credentials* and *Clinical Rehabilitative Services Credentials* when they come "on line." Accordingly, these credentials will be valid for a period of five years, and will be renewable by completing an individually-designed program of professional growth activities (150 clock hours), along with the normal application and fee. Information pertaining to the individually-designed program and the renewal of credentials is available in the *California Professional Growth Manual*, which is published by the Commission.

**ADOPTED DESIGN FOR THE STRUCTURE OF SPECIAL EDUCATION
SPECIALIST CREDENTIAL PROGRAM STANDARDS ***

Level I: Preliminary Program Standards

- Common Standards that Apply to All California Credentials
- Core Standards for all Specialist and Services Credentials
- Core Standards for Specialist Teaching Credentials
- Specific Standards for Each Credential Specialty
- Field Experience Standards in General Education and Special Education

Level II: Professional Program and Induction Standards

- Common Standards that Apply to All California Credentials
- Standards for Design of the Professional Induction Plan and Assessment of Candidate Competence
- Standards for Advanced Curriculum in Each Credential Area
- Standard for Support Activities and Support Providers
- Standard for Non-University Based Activities

Program length is determined by individual colleges and universities whose programs are based on state standards. Institutions may allow approved non-university activities to be included in the Level II professional credential induction plan for up to 25 percent or one quarter of the total program, to be determined in consultation with the candidate and the employer's representative.

* The two-level design does not apply to Clinical Rehabilitative Services Credentials as these programs require a Master's degree to meet requirements in federal regulations.

University Internship Programs in Special Education

Education Specialist Credential programs *may* be designed as internships. This section of the *Handbook* provides information about the general purposes and special features of internships, the advantages of internships in a field that is characterized by personnel shortages, the requirements of internships, and internship options for the two-level format of Education Specialist Credentials.

Definition and Purpose of Internships

The primary purpose of internship programs is to enable candidates to provide a full range of professional services *while* they pursue preparation that is planned and comprehensive. Internships are particularly suitable for specialties in which shortages exist, and for individuals who are capable of assuming complex responsibilities at an accelerated pace.

The *American Heritage Dictionary* defines an intern as "an advanced student or recent graduate undergoing supervised practical training." The Commission defines an intern as a person who (1) is enrolled in an internship program accredited by the Committee on Accreditation, and (2) is serving with an *Internship Credential* that has been issued on the recommendation of the institution that offers the accredited internship program. Following the completion of an internship program, successful interns qualify for credentials to teach or serve in professional capacities in California public schools.

In the past, some institutions have used the term *internship* to describe various kinds of field activities that are included in conventional programs for specialist or services credentials. The Commission believes that the term *internship* should be reserved for those circumstances in which candidates possess intern credentials.

Interns normally assume the duties of educators who hold the credentials being sought by the interns. An intern may serve full-time or part-time, but each intern should experience all of the responsibilities associated with the given credential. In all cases, interns are compensated for their service. The internship must be supervised by the institution of postsecondary education and the employing school district or county office of education. An intern's salary may be reduced by as much as one-eighth to cover the costs of supervision. The distinctive features of internship programs, which distinguish them from conventional preparation programs, are outlined below.

Distinctive Features of Internships

When an institution elects to offer credential preparation in the form of an internship, the college or university offers an internship program to credential candidates. The distinctive characteristics of internships are summarized here for information.

- Internship programs provide opportunities for credential candidates to assume the responsibilities of full-time professionals while they pursue their professional studies.
- Because increased responsibilities and accelerated pace are encountered in internships, these programs include appropriate admission criteria for identifying and selecting those applicants who can assume complex responsibilities relatively quickly.

- The intense responsibilities of interns also call for increased levels of candidate supervision by postsecondary institutions and local schools in which interns are employed.
- An internship program must be based on a particularly strong partnership between the sponsoring institution and the cooperating school district(s) and/or county office(s). Private schools are not legally eligible to participate in internship programs.
- Because interns are salaried employees of the schools where they serve, representatives of personnel who hold the relevant credential in the cooperating district(s) and county office(s) also participate in designing and coordinating an internship program.
- Internships include some special features that also characterize "induction programs for beginning teachers," such as important roles for "support providers" and sanctioned time for new teachers (interns) and support providers (mentors) to collaborate with each other. Because of these similarities between internship and induction programs, the Commission provides two program options for institutions that offer internships in special education. These options are described on pages 19 and 20 below.

While the above characteristics distinguish internships from "conventional programs" of credential preparation, internships and non-internships also have many common characteristics. The requirements for offering internships are described below, following a look at internships in relation to teacher shortages in special education.

Internship Programs and Teacher Shortages in Special Education

Most interns serve in areas of critical need in which fully credentialed persons are not available. Internships are particularly good alternatives for school districts and county offices that fill many vacant positions by hiring persons with emergency permits or credential waivers. The Commission strongly urges these local agencies, before they resort to hiring teachers on emergency permits or waivers, to consider establishing internship programs in cooperation with postsecondary education institutions.

For more than ten years, data from the Commission and the California Department of Education have confirmed there is a serious shortage of special education teachers in California. During the 1994-95 school year, nearly 5,000 less-than-fully-qualified persons were teaching in special education classes in the public schools while holding emergency permits and waivers. In the same year, new Special Education Specialist Credentials were issued to only 2,176 fully-prepared, fully-qualified teachers. It is reasonable to expect that this trend will continue because of the continued growth in special education enrollments in the public schools and the smaller numbers of candidates being admitted to public institutions due to budget reductions and fee increases.

Internships address shortages because candidates can work for up to two years on internship credentials while completing the requirements for special education credentials. Of the 45 California institutions that prepared special education teachers in 1994-95, 13 offered internships to candidates who planned to teach in special education. Over the past three years, the numbers of internship credentials for teachers of learning handicapped, severely handicapped and visually handicapped students increased from 296 in 1992-93 to 353 in 1994-95. Given the severe shortage of special educators and the need for qualified teachers in school districts, there are reasons to believe the number of individuals being prepared according to the internship model will continue to grow.

Internship Requirements for Education Specialist Credentials

This *Handbook* specifies the requirements that apply to internship programs as well as non-internship programs for credentials in special education. In crafting distinctive expectations for internships and non-internships, the Commission and its Advisory Panel adhered to two general principles. First, all credential preparation options should fulfill standards of quality that are generally equivalent to each other. For their part, interns must meet the same standards of performance and competence as candidates in conventional preparation programs. Second, in recognition of the distinctive features of internships, *some* of the specific standards and particular requirements that apply to internship programs need to vary somewhat from the Commission's expectations for conventional programs.

Internships and other credential preparation programs must comply with the preconditions and satisfy the standards in this *Handbook*. (See page 23 for definitions of the terms "preconditions" and "standards.")

- In this *Handbook for Postsecondary Institutions and Accreditation Reviewers*, all unique internship requirements --both preconditions and standards -- are specified in *italics*.
- Throughout the *Handbook*, preconditions and standards that are not in *italic type* apply to all credential preparation options, including internship programs.
- Internship programs must therefore comply with all of the applicable preconditions and must fulfill all of the applicable standards in the *Handbook*.
- Non-internships must satisfy the preconditions and standards that are not in *italics*, but they are not required to address the special requirements (in italics) of internships.

The internship requirements in this *Handbook* are different from the requirements for "regular" credential programs in the following significant ways.

- (1) The coordination of an internship program includes the postsecondary institution, the participating school district(s) and county office(s) of education, and the exclusive representatives of employees who hold the affected credential in the district(s)/county office(s).
 - (a) Internship programs that include several districts/counties and bargaining units may use alternative ways for including districts, counties and bargaining units in the program's coordination. For example, a program that is working with fifteen school districts might include in the coordinating body administrative representatives from the five districts in which interns are most frequently placed, while including other districts on a rotating basis. The coordinating body might also include a member of a regional organization that represents persons in the credential area.
 - (b) In those districts where bargaining units do not represent the employees who hold the credential being earned by interns, then professionals who hold the pertinent credential should be represented on the coordinating body, and should be selected in an election process in which all professionals have opportunities to participate.
- (2) When evaluating the qualifications of applicants for admission to an internship, the criteria for admission must account for the increased responsibilities and accelerated pace of duties that are encountered in the internship.
 - (a) In internships, enrolled candidates must possess baccalaureate degrees from regionally accredited colleges or universities.

- (b) To enter an internship program that has been accredited by the Committee on Accreditation on the basis of the preconditions and standards in this *Handbook*, candidates are not required to possess basic teaching credentials. Admission of candidates who do not possess basic teaching credentials will require changes in the curriculum of current internships in special education.
- (3) An internship program includes preparation that credential candidates must complete prior to assuming intern responsibilities. This preparation consists of awareness-level instruction in all areas of *Candidate Competence and Performance* that are required for the pertinent credential, as specified in this *Handbook*. The initial instruction is followed by further instruction and guided activities to bring candidates to entry-level proficiency.
- (4) Like other candidates for Education Specialist Credentials, interns must complete fieldwork in general education settings, depending on the extent of their prior experience in education.

Internships and Induction Requirements for Education Specialist Credentials: Program Options

Many special education programs are internships, so the Commission examined the implications of the new two-level credential structure for internship programs. Because of the similarities between the internship model and the design of Professional Level II Education Specialist Credential Programs, the Commission solicited comments about specific questions and policy options.

Program Options for Special Education Internships

The design of an internship program has elements of professional induction built into it. Planning and coordination of a university internship program includes a postsecondary institution, the participating school(s) and county office(s), and the exclusive representative(s) of teachers. Internships also include intensive supervision by site-based colleagues and university personnel. The curriculum of an internship program attempts to join theory and practice by combining university coursework and on-the-job consultations over a two-year period. These distinctive features of internship programs resemble the purposes and characteristics of professional induction programs for Level II Professional Credentials in Special Education.

The potential overlap between the purposes and features of internships and those of induction programs prompted the Commission to provide two program options that allow for institutional discretion in the design of new internship programs. The first option adopted by the Commission allows institutions to *adapt* Preliminary Level I and Professional Level II requirements for the Specialist Credential to accommodate the internship model. Option 2 allows Special Education Specialist Credential Internship programs to *integrate* the Preliminary Level I and Professional Level II requirements in a continuous sequence. Both options lead to the issuance of Professional Education Specialist Credentials. The two options are discussed below.

Program Option One: Adaptation of Levels I and II

Program Option One recognizes that internships are two-year programs of induction that include institutional and professional support. In the case of internships, an institution may combine the development of an induction plan, support component and performance assessment with the coursework and fieldwork requirements in a Level I Program. These internship components should be compatible with the other ingredients of Level I preparation, which consist primarily of coursework and fieldwork activities. Under this option, intern candidates will earn Preliminary Level I Education Specialist Credentials, and then will have to complete only the Professional Level II advanced coursework and approved non-university activities within the five year period of their Preliminary Credentials.

Option One would be appropriate for interns who want to relocate themselves after completing their Preliminary Level I preparation rather than securing all phases of their preparation in a single location. More generally, Option One may have implications for recruiting teachers into special education, and for all programs that serve students with disabilities. By emphasizing the support and partnership components of internships in Level I preparation, candidates may be encouraged to pursue careers in special education through internships instead of emergency permits or waivers.

Under Option One, the Preliminary Level I and Professional Level II Education Specialist Credential requirements are *adjusted* for interns. The Professional Induction Plan, the support component and the performance assessment are included in Level I Programs instead of Level II Programs. Level II Programs are still designed to provide advanced skills and knowledge through coursework and approved non-university activities. The induction plan, support component and performance assessment do not occur in Level II, since they will have been completed in Level I.

To be accredited under Option One, a Level I Internship Program must satisfy the standards for Level I as well as Standards 1, 2 and 4 for Level II preparation, which are in Part 5 of this *Handbook*.

Program Option Two: Integration of Levels I and II

Option Two permits institutions and school districts to develop integrated programs that address the new Level I and Level II requirements in a continuous sequence, rather than addressing these requirements in distinct Level I Programs and Level II Programs. Option Two would be appropriate for interns who intend to remain in the same region for Levels I and II of their professional preparation. At the conclusion of the integrated programs, candidates earn Professional Level II Education Specialist Credentials. Subsequently they complete ongoing professional requirements (individual programs of professional growth) for the periodic renewal of their credentials.

Under Option Two all Preliminary Level I and Professional Level II requirements are included in the design of a single, continuous program. To be accredited, such a program must fulfill the standards for Level I and Level II. Admission criteria for candidates should account for the number of requirements that are included. Some of the "core" special education competencies should be addressed in the required preservice component of the internship; the remaining requirements must be completed later in the integrated sequence of special education studies.

Overview of Program Options for Special Education Internships

Program Options	Definitions	Implications of Each Program Option
Option One	Adapt the Preliminary Level I and Professional Level II requirements for Specialist Internship Credentials to accommodate special features of the internship model at institutions that elect to offer internships.	In the case of Level I internships, when the requirements for Level I are <i>adapted</i> to include the induction plan and the support component (which would normally be provided in Level II), then the remaining requirements for Level II would consist of the advanced coursework and any non-university activities that are agreed to by the new teacher, the employer's representative and the institution.
Option Two	Adapt the Level I and II requirements for Specialist Internship Credentials <i>and</i> offer internships that <i>combine</i> all requirements in integrated programs that lead to issuance of Professional Education Specialist Credentials.	Institutions that sponsor internships may elect to offer all Level I and Level II requirements in singular, integrated programs (instead of two distinct programs) that include all requirements for Level I and Level II Credentials. In this option, interns fulfill all requirements, but do so in extended programs instead of Level I Programs followed by Level II Programs.

Introduction to Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Commission asked the Special Education Advisory Panel to apply ten general principles to the task of creating standards for Education Specialist and Clinical Rehabilitative Services Programs.

- (1) *The status of credential preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define *levels of quality* in program features.
- (2) *There are many ways in which a credential preparation program can be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of a credential preparation program plays a central role in the program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence in a field of professional practice. The standards do not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless professionals on an advisory panel have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so.
- (4) *Credential preparation programs should prepare candidates to teach the public school curriculum effectively.* The major themes and emphases of preparation programs for teachers and other service providers must be congruent with the major goals of public schools and the primary strands of the school curriculum. For this reason, the Commission asked the Special Education Advisory Panel to examine and discuss (a) the program guidelines for individual disability areas that have been published by the California Department of Education, (b) other state curriculum policies in general education and special education, and (c) professional standards adopted by several national organizations. It is also important for future teachers to be able to *improve* school programs, curricula, and service delivery systems in response to changes in student populations and community needs. However, it is indispensable that the Commission's standards give emphasis to skills that are currently needed to deliver programs and teach subjects that are most commonly offered in public schools.
- (5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally and linguistically diverse students must be given priority attention during all phases of preparation.* Preparation for diversity must begin early in the collegiate experience of prospective educators. The Commission expects credential preparation programs to focus on diversity in Levels I and II, and asked the Special Education Advisory Panel to recommend appropriate program standards. The panel concurred with this

request and recommended Core Standards 4 and 5 in Part 3 of this *Handbook*, in addition to infusing diversity in the credential specific standards.

- (6) *The assessment of each candidate's attainments in a credential preparation program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. While allowing the specific form, content and methodology of assessments to be determined by the institution, the Commission's standards attend to the overall quality of institutional assessments of candidates in programs. To address this principle, the Special Education Advisory Panel developed Standard 10 in Level I and Standard 4 in Level II as the assessment standards for the preparation of special education specialist and services personnel.
- (7) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The Commission did not ask the advisory panel to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (8) *The Commission's standards of program quality are roughly equivalent in breadth and importance.* Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of preparation.
- (9) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted Standards of Program Quality are mandatory; each program must satisfy each standard. "Factors to Consider" are not mandatory in the same sense, however. These factors suggest the types of questions that accreditation teams ask, and the types of evidence that they assemble and consider when they judge whether a standard is met. Factors to consider are not "mini-standards" that programs must "meet." The Commission expects trained reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.
- (10) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are trained in program accreditation and evaluation. Establishment of the Committee on Accreditation (COA) reflects the Commission's strong commitment to professionalism in accreditation decision-making. The review process is designed to ensure that credential preparation programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing Standards of Program Quality and Effectiveness like the standards in this *Handbook*. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its most important responsibilities under the law.

Definitions of Key Terms in the Professional Accreditation of Preparation Programs

Standard

A "standard" is a statement of program quality that must be fulfilled for initial accreditation of a professional preparation program or continued accreditation of a postsecondary institution by the Committee on Accreditation. An accreditation team determines whether a program satisfies a standard after considering all available information related to the standard. All aspects of a standard must be reflected in the design and delivery of a program. Once an accreditation team determines whether a standard is met for continuing accreditation, the Committee on Accreditation makes a decision based on the team's findings and recommendations.

Factors to Consider

"Factors to consider" guide accreditation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines an important aspect of quality in professional preparation. To enable an accreditation team to understand a program fully, an institution may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence in relation to one factor compensates for less attention to another indicator by the institution.

Precondition

A "precondition" is a requirement for initial and continued program accreditation that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The preconditions in this *Handbook* are based on existing laws and regulations. Program compliance with the preconditions is determined on the basis of a staff analysis of a program proposal by the college or university. In the review sequence, a program that meets all preconditions is eligible for a more intensive review by program reviewers to determine if the program's quality satisfies the Commission's standards.

Subject Matter Preparation

In most cases, potential teachers complete subject matter preparation separately from their professional preparation. The Commission has approved many subject matter programs in California colleges and universities. These programs include sufficient coursework to provide a strong academic background for candidates in the subjects that are commonly taught in California schools. Subject matter programs are usually completed during the undergraduate years of collegiate education. A candidate for a special education teaching credential must either (a) complete an approved program of subject matter preparation or (b) pass the relevant subject matter examination approved by the Commission. Education Specialist Credential candidates may satisfy this requirement in the subjects of greatest interest to them.

Definitions of Key Terms

Specific to Specialist and Services Credential Standards

Field Experiences/Student Teaching

Field experiences include, but are not limited to, exposure to a variety of instructional activities in general education and special education settings where individuals with disabilities are served, including classrooms, resource rooms, and other settings where instructional activities occur. Candidates should participate in significant field experiences that are designed to facilitate the application of skills in practical settings, including a culminating student teaching experience as an education specialist where the candidate is responsible for the duties of a full time teacher.

Individualized Education Plan (IEP)

The Individualized Education Plan is a written statement of educational goals, objectives, and special education and related services determined in a meeting of the individualized education program team for each individual with exceptional needs, as required by Education Code Section 56001 (e) and 56345 (a).

Individualized Family Service Plan (IFSP)

The Individualized Family Service Plan is an individualized education plan for individuals with exceptional needs younger than three years of age, as described in Section 1477 of Title 20 of the United States Code.

Individualized Induction Plan (IIP)

The individualized induction plan is the vehicle for designing the Professional Level II Education Specialist Credential Program required under the new structure. The IIP is developed collaboratively by the teacher, a designated representative of the employer who is to be involved in supporting the new teacher, and a representative of the institution of higher education where advanced level coursework is to be completed. The plan is individualized because it builds on the information from each individual's Level I Education Specialist Program and allows for targeted assistance, individual mentoring, and professional development.

Individual Transition Plan (ITP)

The Individual Transition Plan is a statement of needed transition services to be included in each student's individualized education plan beginning no later than age 16 and annually thereafter, or when determined appropriate for the individual, beginning at 14 and younger, as described in Section 1401 of Title 20 of the United States Code. The statement includes each public agency's and each participating agency's responsibilities before the student leaves the school setting.

Local Education Agency (LEA)

For the purposes of the standards, local education agency shall include school districts, county offices of education, and special education local plan areas (SELPAs).

Support Provider

The support provider is a credentialed educator in any district, county, or special education local planning area who has recent successful experience delivering instruction to individuals with disabilities and has agreed to act as an advisor and coach for a new teacher who is working toward a Professional Education Specialist Credential.

Implementation of Standards for Education Specialist and Clinical Rehabilitative Services Credential Programs

This section provides information about the review and accreditation of Education Specialist Credential Programs and Clinical Rehabilitative Services Credential Programs, which are based on the standards and preconditions in this *Handbook*.

Review and Accreditation of Credential Programs Under New Standards

A regionally-accredited institution of postsecondary education that would like to offer (or continue to offer) one or more credential preparation programs will need to present program proposals that respond to the adopted standards and preconditions. Each institution is encouraged to submit, for each credential, one program proposal that includes responses to standards for Preliminary Level I and Professional Level II programs. Although separate program proposals may be submitted for review and accreditation, a single proposal would help to emphasize the cohesive, integrated nature of the entire plan for the preparation and early induction of special educators.

For program review and accreditation, the Commission expects an institution to prepare a program proposal that includes a narrative response to each precondition and standard. Each standard includes a rationale statement and factors to consider, which are guides for initial program design and accreditation.

Internship standards are treated as “overlays” to a credential program. All standards for the Education Specialist Credential apply to the internship credential, with additions to some standards specifically applicable to internship programs. Adjustments may be made in the curriculum and/or field experience standards to accommodate particular circumstances in an internship. When such adjustments are made, a rationale and complete explanation should be included in the program proposal. Internship requirements for Education Specialist Credentials are discussed on page 17 and 18 of this document.

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as the “organizers” or “headings” for an institution’s response to a standard. The quality of a program may be enhanced by additional factors that are related to a standard but not represented by any of the adopted factors. Institutions are encouraged to describe all aspects of the program’s quality, and not limit their responses to the adopted factors.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program proposals for formal accreditation, colleges and universities may request preliminary reviews of *draft* proposals by the Commission’s professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and that will be logical and clear to the external reviewers. Program proposals may be submitted for preliminary staff review at any time; the normal “turn around time” for a preliminary staff review is approximately one to two months. Preliminary review is voluntary; its purpose is to assist institutions in preparing program proposals that can be evaluated most expeditiously in the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. At the institution's discretion, preconditions may be reviewed either during the preliminary review stage, or after the institution's formal submission of a proposal. If the staff determines that an institution's Level I and II Programs comply with the requirements of state laws and administrative regulations, the proposal is eligible for a review of the standards by a panel of experts. If a program does not comply with the preconditions, the staff returns the proposal to the institution with specific information about the lack of compliance. Such a proposal may be resubmitted once the issues have been resolved.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness. For this reason, each institution's response to the standards is reviewed by a small Program Review Panel of experts in the specific credential area. The institution submits three copies of the institution's response to the standards. During the review process, there will be an opportunity for one or more institutional representatives to meet with the Program Review Panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the college or university representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program to the Committee on Accreditation during a public meeting no more than eight weeks after the panel's decision. Action by the Committee is communicated to the institution within three weeks of the action taken.

If the Program Review Panel determines that a program does not meet the standards, the proposal is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for re-consideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the re-submitted proposal rests with the Commission's professional staff, which presents the *revised* program to the Committee on Accreditation without further review by the expert panel.

Selection, Composition and Training of Program Review Panels

For the review of preparation programs associated with each credential, a Program Review Panel is selected and trained. Review panel members are selected because of their expertise in special education and the preparation of teachers for specific credentials. Reviewers are affiliated with postsecondary institutions, school districts, county offices of education, and statewide professional organizations. Members of the Commission's Special Education Advisory Panel, which developed the standards, may be selected to serve on Program Review Panels.

The Program Review Panel is trained by the Commission's staff. Training includes:

- The purpose and function of special education credential programs.
- The Commission's legal responsibilities in program review and accreditation.
- The role and authority of the Committee on Accreditation and the Commission.

- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

Initiation of "New" Programs and Ongoing Reviews for Accreditation

When the Commission adopted new standards for the preparation of special education personnel, the Commission decided that institutions that offer professional programs for Specialist Instruction Credentials in Special Education and/or for Clinical Rehabilitative Services Credentials must submit program proposals and meet the new standards by July 1, 1998. "Old" programs that were approved by the Commission prior to adoption of the standards must be superseded by that date.

After a "new" program has been submitted and accredited, the program proposal should be revised (if necessary) and resubmitted in preparation for a regularly-scheduled review for continuing accreditation of the college or university by the Committee on Accreditation.

TIMEFRAME FOR IMPLEMENTATION OF STANDARDS FOR EDUCATION SPECIALIST AND CLINICAL REHABILITATIVE SERVICES CREDENTIAL PROGRAMS

- April 1996 On April 5, 1996, the Commission adopted the *Standards for Education Specialist Credentials and Clinical Rehabilitative Services Credentials, Including University Internship Options*, as recommended by the professional staff and the Special Education Advisory Panel.
- June 1996 The Commission's staff conducted regional meetings to discuss implementation of new standards with college and university program coordinators and faculty.
- July 1, 1996 In response to the standards, institutions may submit programs for review on or after July 1, 1996. Once a "new" program is approved, all students who were not previously enrolled in an "old" program must enroll in the new special education program. Students may complete an old program only if they enrolled in it (1) prior to July 1, 1998, or (2) prior to the commencement of the new program at their campus (whichever occurs first).
- 1996-97 Program Review Panels review program proposals as they are submitted. The Committee on Accreditation considers the recommendations of the review panels, and grants initial accreditation of credential programs in accordance with the *Accreditation Framework*.
- 1997-98 The Program Review Panels and the Committee on Accreditation continue to review and accredit new programs based on the adopted standards.
- July 1, 1998 "Old" programs that are based in the Commission's pre-1996 guidelines must be superseded by new programs. After July 1, 1998, no new students may enroll in an old program, even if a new program is not yet available at their institution.
- July 1, 1999 The final date for candidates to complete Special Education Specialist Credential programs and Clinical Rehabilitative Services Credential programs under the "old" (pre-1996) guidelines. To qualify for an "old" clear Specialist Instruction Credential in Special Education, or a Clinical Rehabilitative Services Credential based on an old program, candidates must have entered the program (1) prior to July 1, 1998, or (2) prior to commencement of the new program at their campus (whichever occurs first), and they must complete the program by July 1, 1999.

January 1, 2000

Per AB 2738 signed in 1998, all specialist credential applicants will need to pass the Reading Instruction Competence Assessment (RICA) prior to initial issuance of a specialist teaching credential. Early Childhood Special Education Credential and Certificate applicants are exempt from this requirement.

Part 2

Common Preconditions and Standards of Quality and Effectiveness that Apply to All Professional Credentials in California

The Commission has adopted eight Common Standards that relate to aspects of program quality and effectiveness that are the same for all credential programs. These standards were adopted in 1993, as part of *Educator Preparation for California 2000: The Accreditation Framework*. For the initial accreditation of one or more professional programs in special education and/or clinical rehabilitation, the institution responds to each Common Standard by providing pertinent information, including information about each individual program. (An institution submitting a single proposal for the Preliminary Level I and Professional Level II Standards is expected to address the Common Standards (1-8) only once.) Subsequently, when the institution prepares for a regularly-scheduled review for continuing accreditation, the basis for an accreditation decision will be the Common Standards (which will be the same for all credentials) *and* the applicable program standards for each credential that is offered by the institution. For special education and clinical rehabilitation programs, the applicable program standards are in Parts 3 through 5 of this *Handbook*.

Unlike the program standards in Parts 3-5, the Common Standards are not accompanied by Factors to Consider. In accordance with *The Accreditation Framework*, each Common Standard is accompanied by "Questions to Consider," which will assist program coordinators and reviewers during reviews for initial and continuing accreditation. The Questions should be useful to institutions as they plan programs and prepare proposals for initial accreditation in special education and clinical rehabilitation. The Questions should also be a basis for institutional self-study reports for continuing accreditation.

General Preconditions Established by the Commission

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution, its programs, or schools. Preconditions determine an institution's eligibility. The actual approval or accreditation of programs, schools or institutions is based on standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by Federal or State laws, such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC); and (2) those established by Commission policy, such as demonstration of need for a new credential program. Institutions that intend to offer credential programs must provide a response to each precondition. Some preconditions may require a relatively brief response; others will require detailed and thorough responses.

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both.
- (2) To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering constitutionally or legally prohibited factors. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (4) To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completion within the time limits specified by the Commission.

- (5) To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, each institution must offer both the Level I Preliminary Specialist and Level II Professional Specialist Credential, or offer the Level I Preliminary Specialist and submit a letter of commitment with the Level I document to secure accreditation for a Level II program within two years of Level I program accreditation.

Note: Institutions that wish to collaborate with other institutions to offer a two-level program must submit a joint plan to engage in a partnership for Level I and II. The partnership must include a rationale for why a partnership is necessary to give candidates access to a Level I or Level II program in a given geographic region and must explain how access will be accomplished.

Preconditions Established by State Law

Each program of professional preparation in special education shall adhere to the following requirements in state law.

- (7) A college or university that operates a program of professional preparation leading to the Education Specialist Credential shall recommend only candidates who have earned baccalaureate degrees from accredited institutions and completed an accredited program of professional preparation. Statutory basis: Education Code Section 44265.
- (8) No campus of the California State University or University of California shall deny an application for admission to a program of professional preparation solely because an applicant does not possess a baccalaureate degree. This prohibition does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full time study or the equivalent. Statutory basis: Education Code Section 44320 (a).
- (9) Prior to assuming full time student teaching responsibilities, a college or university that operates a program of professional preparation for specialist teaching credentials shall require each candidate to verify subject matter competence in one of the following ways: (1) attain the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (2) complete at least four-fifths of a program of subject matter preparation that has been approved by the Commission. The institution shall verify that each candidate has met this requirement prior to advancement to full-time daily teaching responsibilities. Statutory basis: Education Code Section 44280 and 44310.
- (10) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Sections 44227.5 (a) and (b).
- (11) A college or university that operates a program of professional preparation for teaching or services credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require

each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Statutory basis: Education Code Section 44252(f).

For Programs for Deaf and Hard-of-Hearing Candidates: A college or university that operates a program of professional preparation leading to the Education Specialist Credential: Deaf and Hard-of-Hearing shall exempt candidates who are prelingually deaf from the requirement to pass the California Basic Educational Skills Test. Candidates must be informed of this option and informed that the two-year nonrenewable credential authorizes the individual to serve as a teacher of pupils who are deaf or hard-of-hearing who are enrolled in state special schools or in special classes for pupils who are deaf or hard-of-hearing only. The candidate should also be informed that to obtain a clear credential, the credential applicant must submit documentation of verification of proficiency from the employing agency within the two-year period of the nonrenewable Preliminary Specialist Credential. Verification of proficiency is based on the criteria established by the Commission which focuses on the essential functions of the positions of teachers and counselors who work specifically with students who are deaf or hard-of-hearing. Statutory basis: Education Code Sections 44265.7 through 44265.9.

Candidates applying under this provision for the Education Specialist: Deaf and Hard-of-Hearing Credential will be required to complete both the Level I and II credential requirements.

For Internship Programs: A college or university that operates a program of professional preparation for Teaching or Services Credentials with an Internship shall require each California resident who applies for program admission to pass the California Basic Educational Skills Test prior to assuming intern teaching or services responsibilities. Statutory basis: Education Code Section 44252(b).

- (12) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(d).
- (13) A college or university that operates a program of professional preparation shall require each candidate to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language. Statutory basis: Education Code Section 44259.

This precondition applies to programs for the Clinical Rehabilitative Services Credential in Language, Speech and Hearing including the Special Class Authorization. It does not apply to candidates for the Clinical Rehabilitative Services Credentials in Language, Speech and Hearing, Audiology, and Orientation and Mobility.

Preconditions for Internship Programs

For initial or continued accreditation of an internship program by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

- (14) Candidates admitted to internship programs must hold baccalaureate degrees or higher degrees from regionally accredited institutions of postsecondary education (Education Code Section 44453).*
- (15) In an internship program, the participating institutions shall provide for the supervision of all interns. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated teacher (Education Code Section 44462). If the intern salary is reduced, no more than eight interns may be advised by one district support person.*
- (16) In an internship program, the participating institutions shall assign candidates to assume the functions that are authorized by the teaching or services credential (Education Code Section 44454). The institution shall stipulate that the interns' services meet the instructional or service needs of the participating district(s) (Education Code Section 44458). Participating districts are public school districts or county offices (Education Code Section 44321 and 44452).*
- (17) A proposal for initial accreditation of an internship program must identify the specific districts involved and the specific credential involved.*

For initial or continuing accreditation of an internship, participating districts and universities must adhere to the following requirements established by the Commission.

- (18) The institution and participating school districts must certify that interns do not displace certificated employees in the participating school districts.*
- (19) When an institution submits a program for initial or continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Standard 1

Education Leadership

The education unit has effective leadership that articulates a vision for the preparation of professional educators; fosters cohesiveness in unit management; delegates responsibility and authority appropriately; resolves each credential program's administrative needs as promptly as feasible; consults with credential program faculty; and represents their interests in the institution, the education profession, and the school community.

Each participating school district works with the institution to give appropriate attention to the effective operation of the internship program. Each school district ensures that the program is operating in a manner to further the educational goals of the district.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the unit supports the goals and purposes of each program?
- How well does the leadership of the education unit develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the education unit and the institution as a whole?
- How prompt is the leadership of the education unit in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the education unit leadership confer with the faculties who teach credential candidates and supervise their field experiences? Is there evidence that the priorities and advice of credential program faculties and supervisors are considered reflectively by the education unit leadership?
- To what extent is the unit leader seen as an advocate for credential program faculties and supervisors within the institution, the education profession as a whole, and the local school community?
- *How does the employing school district show its support for the goals and purposes of the program and how does it assure the college or university that appropriate support for the interns is available in the district?*

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Each participating school district works with the institution to provide sufficient resources, in addition to intern salaries, to fulfill the needs of the internship program and to ensure its success.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources to staff each credential program? To maintain each program's effectiveness, does it have sufficient numbers of full-time and part-time positions for instructional faculty, field supervisors and support personnel?
- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?
- *How does the employing school district provide access to resources to allow each intern to perform successfully in his or her position? Are those resources sufficient to allow the program to operate effectively?*

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How effectively does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How well does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- To what extent does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How well does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

For an internship program, the system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s).

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs? To what extent is evaluation information provided to persons with decision-making authority about credential programs, courses, field experiences, and resources?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?
- *To what extent does the ongoing evaluation and development system include substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential?*

Standard 5

Admission

In each credential preparation program, qualified candidates are admitted on the basis of well-defined admission criteria and procedures that utilize multiple measures and encourage the admission of students from under-represented groups through alternative criteria and procedures. The institution determines that each admitted candidate has appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills and other basic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each candidate admitted to basic teaching credential programs (including emphasis credentials) has attained an undergraduate grade point average (GPA) that is above the median GPA for a comparable population of students at the institution. Each candidate admitted to advanced credential programs meets institutional standards for graduate study.

Each individual admitted to an internship program has had sufficient prior experiences and personal qualifications to foster performance at the level of responsibility required of an intern. Interns have had prior experiences that adequately prepare them for the actual responsibilities of the position.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the credential program admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- For the basic teaching credential programs, does the institution define an appropriate comparison group? How carefully does the institution ensure that each admitted candidate has an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, how carefully does the institution ensure that each admitted candidate meets the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications? For example, does the institution consider personal interviews with candidates, on written evaluations of candidates' prior experiences with children and youth, and prior leadership activities?
- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability?

- How do the admissions criteria consider the candidates' sensitivity to, and interest in, the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?
- *When applicants' qualifications are considered, how well do the internship program's admission procedures provide information about relevant experience and background to account for the increased responsibilities of interns? How consistently is that information used in making admission decisions about applicants?*

Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

In consultation with each intern and a representative of the intern's employer, faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Interns have support in the performance of their tasks and the planning of their professional development, including an individual plan for professional development and the support of one or more mentor teachers.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How well does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs? How adequate are those services?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How carefully does the institution review each candidate's competence at designated checkpoints? Does the institution inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How well are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? Are candidates informed about the legal requirements for state certification? Are they also informed about the individuals who are available to provide services to them?

- In what manner is each candidate informed about institutional grievance and appeal procedures?
- *How does the institution ensure that an individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district? Does each plan include provisions for intensive mentoring for each intern?*

Standard 7

School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

In each internship program, the institution and the participating school district(s) and practitioner representatives collaborate effectively in the selection, orientation and evaluation of interns and of mentors to guide, assist and support each intern at her/his school site throughout the duration of the internship.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available to candidates and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?
- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites and supervisors?
- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?
- *How consistently and effectively is collaboration evident in the selection of interns and district supervisors of interns, placement of interns in teaching or other positions and shaping and evaluation of the internship assignments?*

Standard 8

Field Supervisors

Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Internship field supervisors provide a significant source of professional training for credential candidates, and are well qualified, oriented, trained and recognized.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do program coordinators determine that field supervisors have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?
- *How well does the institution ensure that each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment?*
- *How is each person who supports one or more interns trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district?*

Part 3

Preconditions and Standards of Program Quality and Effectiveness for Preliminary Level I Education Specialist Credential Programs

Preconditions Established by the Commission for Preliminary Level I Education Specialist Credential Programs

Pursuant to Education Code Sections 44227(a) and 44265, each program of professional preparation for a Preliminary Level I Education Specialist Credential shall adhere to the following requirements of the Commission.

- (1) To be granted initial accreditation or continuing accreditation, programs of study for the Preliminary Education Specialist Credential shall be a minimum of one academic year of full time study or the equivalent.
- (2) A college or university that operates a program of professional preparation for the Preliminary Level I Education Specialist Credential shall ensure that each candidate who wishes to earn the Multiple or Single Subject Teaching Credential receives appropriate academic credit for general education coursework and fieldwork that are completed as part of the specialist credential program.

CATEGORY I
CORE STANDARDS FOR ALL SPECIALIST AND SERVICES CREDENTIALS

Standard 9

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

For an internship program: The development of the design and the coordination of an internship program include the institution of higher education and the participating district(s), with advice from representatives of persons who hold the affected credential from each participating district.

Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Because interns perform the duties of fully certificated holders of the credential, it is important that the representative of these certificated employees, along with district representatives, have input into the design and coordination of the internship program. Each of the three constituencies should cooperate in all decisions regarding the implementation and evaluation of the internship program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experience.
- *For an internship program, there is coordination among the institution, local districts and schools, and representatives (certified exclusive representative, if applicable) of holders of the affected credential.*
- *For an internship program, the design allows for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program, but they do have the opportunity to combine theory with practice. The design also recognizes that the intern needs a different support system than what is available in the regular program.*

- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling, such as recent demographic changes.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 10

Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Rationale

Candidates need to develop ethical practices for working with parents and other care providers and understand that educators have a responsibility to uphold the standards of their profession. Candidates need to understand that active involvement in local school and other service delivery settings, professional organizations, and in the legislative process is vital to continued professional growth and to the promotion of quality education for individuals with disabilities.

Factors To Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with disabilities and their parents and care providers.
- Each candidate examines the ethics and values of the professional educator, understands the benefits and responsibilities of membership in professional organizations and the importance of staying abreast of the current knowledge base of the discipline.
- Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups.
- Each candidate demonstrates awareness of the importance of the educator as a model for students.
- Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.
- Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development.
- Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

Rationale

In order to become fully professional, candidates must develop philosophical and methodological perspectives that are based on fundamental educational issues, theories, and research. Understanding the role of special education in society requires knowledge of its philosophical and historical development to enable candidates to formulate a personal philosophy.

In an internship, the candidate usually begins teaching responsibilities before acquiring an extensive background of skills and knowledge. Therefore, prior to the beginning of an internship assignment, the program should provide an initial training program that provides the foundations of practice necessary for candidates to assume intern responsibilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate examines historical, legal, social, political, and economic perspectives regarding the role of general education and special education in society.
- Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing gender, cultures, languages, abilities, and life experiences.
- Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504").
- Each candidate examines ways in which the historic development and legal decisions of special education have affected individuals with varying abilities and diverse backgrounds and their families.
- Each candidate demonstrates knowledge and understanding of a range of current programs and practices within a historical perspective and current issues affecting general and special education. These issues include legislation, mandates, and policies at the federal, state and local level.

- Each candidate is provided opportunities to link theory and research with practice.
- *For an internship program, the preservice component of the program shall provide training in essential concepts and skills since interns function as fully certificated teachers.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 12

Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Rationale

To serve a diverse student population, special education and related service candidates must be acquainted with common characteristics, varying abilities and disabilities and other individual differences. They must be aware of barriers to participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.
- Each candidate demonstrates basic knowledge and understanding of a variety of disabilities, including etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and available resources.
- Each candidate demonstrates basic knowledge and understanding of the effect of medication on the learner and resources available to obtain current information.
- Each candidate exhibits knowledge of the impact of various disabilities on the provision of educational services to individuals of diverse cultural backgrounds.
- Each candidate examines the principles of first language development and the effects of disabilities upon language and other learning, and demonstrates basic understanding of the relationship between communication, cognitive, social, and emotional development.
- Each candidate examines principles of second language acquisition and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English.

- Each candidate plans and uses instructional strategies, activities, and materials that appeal to and challenge diverse interests, utilize individual strengths, and accommodate various styles of communication and learning.
- Each candidate utilizes instructional, advisement, and curricular practices that offer equitable access to program content and career options. These practices are designed to maximize the potential of diverse learners.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 13

Special Education Field Experiences with Diverse Populations

The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

For an internship program: For this standard and the factors to consider, the definition of "field experiences/student teaching" includes the internship assignment.

Rationale

The candidate's field experiences facilitate meaningful collaborative instruction. Candidates need to acquire skills to serve students across a range of age and grade levels related to the specific authorization including infants and toddlers, preschoolers, elementary, middle and secondary levels, and adults ages 18-21. Each candidate must be prepared for the rigors of full-time work in the public schools.

In an internship, candidates are working full time in a teaching position. Rather than be assigned the type of field experiences typical of a preservice professional preparation program, the candidate will demonstrate competencies within the internship program. When the internship is limited in scope, additional experiences should be planned for the candidate to ensure preparation for the wide range of responsibilities authorized by the credential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program offers each candidate field experiences that correspond to the organizational structure and curriculum of the program.
- Each candidate completes a graduated series of field experiences and field-related experiences that conclude with full-day teaching or other related service responsibilities authorized by the credential. These field experiences include observations and practice in a variety of education settings with students who are culturally diverse, at risk, and have varying disabilities.
- Each candidate in a special education program works with and across age/grade ranges authorized by the credential. This may include preschool, elementary, secondary, and post-secondary students with disabilities and their families. The activities may include, but not be limited to, planning meetings, student study teams, workshops, and direct parent contacts.
- Each candidate participates in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving infants and toddlers, in preschool, elementary, middle, and secondary schools, and/or adult settings that relate to coursework in the program.

- Each candidate engages in consultation and collaboration with teachers, students, families, administrators, specialists and other related service and agency personnel during their field experiences.
- Each candidate in a special education program who is working on an emergency permit or waiver should have supplementary field experiences across the age/grade ranges authorized by the credential.
- *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of field experiences.*
- *For an internship program, specific supplementary experiences are assigned to interns on the basis of the above assessment.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Qualifications and Responsibilities of Supervisors and Selection of Field Sites

The institution collaborates with school administrators and teachers in the selection of field sites and supervisors for the placement of candidates in the program. Throughout the course of field experience, each candidate is guided, assisted, and evaluated in relationship to each performance standard by at least one field supervisor and at least one institutional supervisor. Each field-based supervisor is (a) certified and experienced in the area of the credential; (b) trained in supervision; (c) oriented to the supervisory role; (d) appropriately evaluated and recognized by the institution; and (e) provides a model consistent with best practice. Supervisors provide complete, accurate, and timely feedback to each candidate.

Rationale

The selection of field sites and field supervisors, and the placement of candidates significantly affects the quality and effectiveness of field experiences in a professional preparation program. Placements are more likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the program and local school administrators and practitioners. Field supervisors must be recognized as well qualified, experienced, and trained professionals.

For an internship program: Because interns perform the duties of fully certificated holders of the credential prior to the completion of a professional preparation program, it is important that they have access to a field-based supervisor experienced in the area of the credential as they perform the full-time duties of a teacher.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program, in consultation with local administrators and teachers, has explicit criteria for the selection of sites and seeks to place candidates in settings where the curriculum and the staff develop continually.
- The program periodically reviews the suitability and quality of all field sites and ensures that candidates are assigned or reassigned, if necessary, to appropriate field supervisors.
- Each field-based supervisor has academic preparation and successful experience in teaching appropriate curriculum across age groups, is effective in communicating an understanding of individualized approaches to learning, and has remained current with changes in the profession.
- Each field-based supervisor demonstrates skills in observation, coaching techniques and ways of fostering learning in children and youth with disabilities.
- Guidance, assistance, and feedback encompass all of the standards related to professional preparation, occur throughout each candidate's field experiences, and are coordinated effectively between the candidate's field-based supervisor and institutional supervisor.

- Information is given to each candidate about his or her performance that accurately describes the candidate's strengths and needs, and includes specific, constructive suggestions for improvement.
- The program recognizes and rewards field-based supervisors for their services, through incentives such as tuition credits or instructional materials.
- *For an internship program, the employing school district assures the college or university that a field-based supervisor is available for each intern in the employing agency.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

Rationale

For the purpose of facilitating the maximum academic, social, personal, behavioral, and vocational growth of each student, the learning environment must be structured and managed in a manner that promotes effective instruction, guarantees individual safety and a sense of well being and belonging. Individuals from different cultures frequently use different yet culturally appropriate communication styles which may be erroneously perceived as communication disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.
- Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students.
- Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology.
- Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time.
- Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs.
- Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.
- Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention.
- Each candidate demonstrates an understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior.

- Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students.
- Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence.
- Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Effective Communication and Collaborative Partnerships

Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.

Rationale

In order to be effective, professionals must be skilled at establishing partnerships with individuals with disabilities, significant family members and other professionals. In addition, they should be knowledgeable of transitional stages across the life span. All educators must learn to work as a member of a team responsible for designing programs for individual learners.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the concepts and processes effective in building social networks for individuals with disabilities.
- Each candidate communicates effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel and family members, including non-family caregivers. Each candidate also participates in site meetings, parent conferences and other activities involving schools and community agencies.
- Each candidate works together with the individual, family members, friends and relevant agencies for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources.
- Each candidate consults with specialized health care and nursing specialists in the provision of services to individuals with disabilities.
- Each candidate demonstrates the ability to guide and facilitate the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 17

Assessment, Curriculum and Instruction

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Rationale

Educators must understand the complementary nature of the relationship among ongoing assessment, data collection, and instructional planning. First-hand experience with a variety of instructional and assessment strategies, activities and materials creates many possibilities for prospective teachers to develop their own pedagogical style. The experience establishes an essential foundation for the subsequent study and use of effective teaching methods and new technologies.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate defines key assessment concepts and terminology and identifies the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment team.
- Each candidate demonstrates the understanding and appropriate use of a variety of assessments, including norm referenced and criterion referenced tests. In addition, each candidate demonstrates understanding and use of alternative measures such as formative, and summative evaluations, work samples, observations, portfolios, curriculum-based, and ecological assessments.
- Each candidate demonstrates knowledge and skill in assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities.
- Each candidate demonstrates the ability to develop, modify and implement instruction based on assessment information and to use instruction for diagnostic purposes.
- Each candidate designs and implements effective lesson plans in which the instructional objectives, teaching strategies and materials are coordinated and consistent with each other.
- Each candidate demonstrates the ability to present lessons across a range of instructional settings in which concepts, skills, or topics are taught fully and sequenced effectively.
- Each candidate demonstrates the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings.

- Each candidate plans curriculum which incorporates the cultures and experiences of the learners served.
- Each candidate applies a variety of appropriate strategies for assessing student progress. These strategies may include critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews.
- Each candidate analyzes, compares, and evaluates the roles of relevant technology for use in ongoing assessments and instruction.
- Each candidate examines factors that affect all stages of development in the life of an individual with disabilities to assist in the recognition, planning for, and adjustment to transitional life issues for the individual and the family.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 18

Determination of Candidate Competence

Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special education teacher before the candidate assumes intern responsibilities.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

In an internship, the candidate usually begins teaching responsibilities before they have acquired an extensive background of skills and knowledge. Therefore, prior to the beginning of an internship assignment, the program should provide an initial training program that provides the foundations of practice necessary for candidates to assume intern responsibilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program uses a candidate-based assessment process that requires each candidate to demonstrate competence in core and credential-specific standards.
- There is a systematic summative assessment by at least one field supervisor or site administrator and one institutional supervisor of each candidate's performance. This assessment encompasses the skills and knowledge necessary for professional competence and is based on documented procedures or instruments that are clear, fair, and effective.
- One or more persons responsible for the program recommends candidates for credentials on the basis of all available information on each candidate's competence and performance.
- A culminating evaluation serves as a summary of the Level I program and establishes direction for the candidate's Level II professional credential induction plan for preliminary specialist credential holders and continuing professional growth for services credential holders.

- *For an internship program, the knowledge and skills that candidates are expected to attain prior to internship responsibilities address all the Standards in Category III.*
- *For an internship program, professional coursework and the intern support system continue to address Categories I, II and III standards throughout the internship.*
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

CATEGORY II
CORE STANDARDS 19, 20 & 21 FOR SPECIALIST TEACHING CREDENTIALS

Standard 19

Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Rationale

Before assuming daily teaching responsibilities, candidates develop knowledge and skills related to determining students' needs and accountability for the effectiveness of instruction within general education settings. It is important that all professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils" (Education Code Section 44265).

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to use assessment strategies that promote equitable learning opportunities, including effective approaches for assessing individuals who are culturally, linguistically, ethnically, socio-economically, and ability diverse.
- Each candidate demonstrates skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 20

Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Rationale

It is important that all special education professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils" (Education Code Section 44265). Learning to solve problems and think critically gives students access to a greater depth of knowledge beyond the basic skills important to a general education setting.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other and related to subjects commonly taught in public schools.
- Each candidate plans a unit of instruction appropriate for general education with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.
- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.
- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 21

General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Rationale

Individualized field experience in a variety of schools and classrooms enable candidates to understand and apply the principles and practices presented in their courses. Education Code Section 44265 requires all professional preparation programs for teaching specialties to "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils".

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate's supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
- Each candidate observes general education teachers, has a variety of field experiences with different teaching arrangements in schools and related service settings, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors.
- Each candidate's field placements include a variety of experiences related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.
- Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

CATEGORY III

**BACKGROUND STATEMENTS
AND
CREDENTIAL-SPECIFIC STANDARDS FOR
PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL PROGRAMS**

Education Specialist Credential: Mild/Moderate Disabilities

Background Statement

During the past quarter century, students with mild to moderate disabilities have been identified for special education programs under a variety of categorical labels. Historically, these labels have included mental retardation, learning disabilities, and behavior disorders. While federal regulations still require the categorical identification of these students, the trend has been toward the use of increasingly less categorical terminology and service delivery systems. This evolving, more generic terminology recognizes that students with mild to moderate disabilities appear to be more similar than dissimilar in terms of etiology, learning characteristics, and the educational interventions needed.

Our understanding of the unique learning characteristics of students with mild to moderate learning difficulties and our empirical knowledge base about effective instructional approaches to meet these challenges have expanded tremendously in recent years. Students with mild to moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by failure expectancy, under achievement, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. Holders of the Education Specialist Credential: Mild/Moderate Disabilities are authorized to teach students with specific learning disability, mental retardation, other health impairments, and serious emotional disturbance.

Educational specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

Standards for Level I Education Specialist Credential: Mild/Moderate Disabilities

<p>Standards 22, 23, and 24 also apply to Preliminary Level I Programs for Moderate/Severe Disabilities.</p>

Standard 22

Assessment and Evaluation of Students

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Rationale

For purposes of making instructional decisions and planning individual student programs that reflect both the core curricula and individual student needs, teachers assess student performance. Before candidates assume daily teaching responsibilities, they must have adequate opportunities to learn knowledge and skills in assessment that underlie the individualization and accountability mandates for students with mild and moderate to severe disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate develops and implements individualized academic and social plans that provide for non-biased, non-discriminatory assessments to evaluate student performance and learning environments, including the general education classroom.
- Each candidate demonstrates skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, disability, cultural, and linguistic considerations.
- Each candidate demonstrates skills in gathering and integrating assessment information from a variety of sources, including formal and informal assessment devices, parents/families, students, other professionals, and community members.

- Each candidate demonstrates knowledge of and skills in evaluating assessment procedures along a variety of dimensions, including purposes, technical quality, administrative considerations, disability, and cultural, socioeconomic and linguistic influences.
- Each candidate effectively communicates assessment results and their instructional implications to regular classroom teachers, parents/families and other educational and related services professionals.
- Each candidate demonstrates the ability to gather and use assessment information to identify students' strengths and needs as required on an individual educational plan, individual transition plan, or behavior intervention plans.
- Each candidate demonstrates skills designing, administering and interpreting curriculum-referenced assessments of academic and social skills.
- Each candidate demonstrates the ability to assess students' personal care, mobility and movement, sensory, social/behavior skills, communication and vocational achievements and needs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Planning and Implementing Curriculum and Instruction

Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Rationale

In order to educate students with mild/moderate/severe disabilities, candidates must acquire the knowledge and skills to plan, adapt, and provide effective instruction that meets the individual needs of these students across a variety of settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates skill in developing and facilitating individualized instructional plans based on comprehensive assessment information.
- The candidate demonstrates a variety of research-based and effective teaching practices that achieve targeted student outcomes.
- The candidate uses student outcome data to systematically modify instruction and learning environments.
- The candidate demonstrates knowledge of curriculum adaptations and instructional strategies and critical presentation skills appropriate to the core curriculum and responsive to the individual student's needs and characteristics.
- The candidate demonstrates knowledge of the relationship between the individual educational program and the individualized transition plan.
- Each candidate demonstrates the ability to use a variety of peer-mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners.
- The candidate plans, modifies, delivers and evaluates instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.
- The candidate implements/modifies and monitors instructional programs of individual students across a range of instructional settings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

Rationale

Before each candidate assumes teaching responsibilities, they must have knowledge of best and emerging practices, be able to develop, implement, evaluate, and modify and implement plans to meet the individual behavioral, social and motivational needs of students with mild/moderate/severe disabilities. Implementation of these plans results in acquisition of replacement behaviors, supportive environments, increased health and safety, and improved quality of life in addition to reductions in target behavior.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.
- Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students.
- Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students.
- Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies.
- Each candidate teaches appropriate self regulatory strategies for students to cope with difficult or unpredictable situations.
- Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
- Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Mild/Moderate

Standard 25

Characteristics and Needs of Individuals with Mild to Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Rationale

In order to design service delivery systems, develop assessment approaches and strategies, and to develop and modify curriculum and related interventions, candidates must understand the various approaches that have been and are taken in conceptualizing and providing services to these students and to relate these to extant research on their efficacy.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate defines and describes the learning, affective, and social characteristics associated with the categorical terms of learning handicapped, learning disability, mild mental retardation, severe emotional disturbance and behavior disorders.
- Each candidate demonstrates knowledge of the behaviors of the students with mild and moderate disabilities and the possible resultant social/emotional/learning problems.
- Each candidate articulates the historical trends in defining and providing educational services to students with mild and moderate disabilities.
- Each candidate demonstrates knowledge of approaches and methods for determining eligibility for placement in a program for students with mild and moderate disabilities and/or severe emotional disturbances and behavior disorders.
- Each candidate demonstrates ability to describe and evaluate emerging service delivery models for students with mild and moderate disabilities.
- Each candidate identifies community resources and professional and advocacy organizations for students with mild and moderate disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Education Specialist Credential: Moderate/Severe Disabilities

Background Statement

In the past, programs for students with moderate/severe disabilities were limited to segregated settings, that is settings that were attended only by students with disabilities. As a function of research, advocacy efforts, and legislation, there has been a shift from self-contained to less segregated service delivery models. These models have expanded from fully self-contained settings to models that include partial integration of special education students into the mainstream of general education, to models that involve the "pulling out" of students from their primary placement in general education classes, to models in which the general education classroom is the inclusive setting in which both general and specialized educational services are delivered. The goal of educational services currently is to extend the successful participation in and contribution of individuals with moderate to severe disabilities to the typical school, community, and work.

The shift in the desired outcomes for individuals with severe disabilities, the nature of educational and support services and the contexts in which these services are delivered results in a change in the role of the special education teacher. Collaborative teaming is critical in serving students within the context of broader school reform efforts. In order to effectively educate students with moderate to severe disabilities within more inclusive settings, educators must be provided with a strong knowledge base in general education assessment, curriculum, and instruction. Authentic and functional learning opportunities must be provided for these students that reflects their learning needs as identified by a collaborative team, including the student and his or her family, as well as collaboration and cooperation among general education and special education. The Educational Specialist working with students with moderate to severe disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations, including the use of technology in order to facilitate students access to learning in a wide variety of environments. The most effective instructional approaches for these students are those that positively motivate them are based upon their learning strategies and are systematically implemented and evaluated in relation to specific goals.

Students with moderate to severe disabilities often have difficulty communicating with others, and therefore need to be educated within strong communicative environments that include augmentative and facilitative approaches. Candidates must be knowledgeable about national, state, and district behavior intervention regulations and policies and skilled in providing positive behavioral supports for those students whose disabilities include difficulty in learning appropriate social behavior. Communication support efforts should result in the increased ability to indicate preferences and extended social networks.

Students with moderate to severe disabilities should be provided with opportunities to acquire skills in personal care and mobility. For students requiring personalized health care procedures, and adaptations in their environment to increase their mobility, candidates should be knowledgeable of the various types of procedures, and know how to obtain the services

The successful transition of students with moderate to severe disabilities from school to post-school settings (e.g., work, post-secondary education, independent or supported living, recreation) can only be accomplished when teachers directly provide students with systematic instruction in work study and other community-based settings, particularly during students' secondary and post-secondary years. Teachers need to develop the skills to successfully collaborate with a variety of community agencies (e.g., Regional Centers, Department of

Rehabilitation) who have the responsibility to assist in the successful transition of students with moderate to severe disabilities.

Our understandings of the unique learning characteristics and challenges of students with moderate to severe learning difficulties and our empirical knowledge base about effective instructional approaches to meet these challenges have expanded tremendously in recent years. Students in the moderate/severe disabilities category require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes teaching of individuals with the labels of mental retardation, deaf-blindness, autism, serious emotional disturbance, and multiple disabilities.

In general, the education should focus on the acquisition of functional skills in natural contexts (e.g., regular education classrooms and schools, community, work recreation) with an overall goal of empowering individuals with moderate to severe disabilities to make choices and advocate for themselves as a part of their active and successful participation in their current role as students and their future role as contributing adults in a complex and diverse society.

Standards for Level I Education Specialist Credential: Moderate/Severe Disabilities

<p>Standards 22, 23, and 24 also apply to Preliminary Level I Programs for Mild/Moderate Disabilities.</p>

Standard 22

Assessment and Evaluation of Students

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, social/behavior performance-based, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Rationale

For purposes of making instructional decisions and planning individual student programs that reflect both the core curricula and individual student needs, teachers assess student performance. Before candidates assume daily teaching responsibilities, they must have adequate opportunities to learn knowledge and skills in assessment that underlie the individualization and accountability mandates for students with mild and moderate to severe disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate develops and implements individualized academic and social plans that provide for non-biased, non-discriminatory assessments to evaluate student performance and learning environments, including the general education classroom.
- Each candidate demonstrates skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, disability, cultural, and linguistic considerations.
- Each candidate demonstrates skills in gathering and integrating assessment information from a variety of sources, including formal and informal assessment devices, parents/families, students, other professionals, and community members.

- Each candidate demonstrates knowledge of and skills in evaluating assessment procedures along a variety of dimensions, including purposes, technical quality, administrative considerations, disability, and cultural, socioeconomic and linguistic influences.
- Each candidate effectively communicates assessment results and their instructional implications to regular classroom teachers, parents/families and other educational and related services professionals.
- Each candidate demonstrates the ability to gather and use assessment information to identify students' strengths and needs as required on an individual educational plan, individual transition plan, or behavior intervention plans.
- Each candidate demonstrates skills designing, administering and interpreting curriculum-referenced assessments of academic and social skills.
- Each candidate demonstrates the ability to assess students' personal care, mobility and movement, sensory, social/behavior skills, communication and vocational achievements and needs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Planning and Implementing Curriculum and Instruction

Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Rationale

In order to educate students with mild/moderate/severe disabilities, candidates must acquire the knowledge and skills to plan, adapt, and provide effective instruction that meets the individual needs of these students across a variety of settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates skill in developing and facilitating individualized instructional plans based on comprehensive assessment information.
- The candidate demonstrates a variety of research-based and effective teaching practices that achieve targeted student outcomes.
- The candidate uses student outcome data to systematically modify instruction and learning environments.
- The candidate demonstrates knowledge of curriculum adaptations and instructional strategies and critical presentation skills appropriate to the core curriculum and responsive to the individual student's needs and characteristics.
- The candidate demonstrates knowledge of the relationship between the individual educational program and the individualized transition plan.
- Each candidate demonstrates the ability to use a variety of peer-mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners.
- The candidate plans, modifies, delivers and evaluates instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.
- The candidate implements/modifies and monitors instructional programs of individual students across a range of instructional settings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

Rationale

Before each candidate assumes teaching responsibilities, they must have knowledge of best and emerging practices, be able to develop, implement, evaluate, and modify and implement plans to meet the individual behavioral, social and motivational needs of students with mild/moderate/severe disabilities. Implementation of these plans results in acquisition of replacement behaviors, supportive environments, increased health and safety, and improved quality of life in addition to reductions in target behavior.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.
- Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students.
- Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students.
- Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies.
- Each candidate teaches appropriate self regulatory strategies for students to cope with difficult or unpredictable situations.
- Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
- Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Moderate/Severe

Standard 25

Communication and Social Networks

Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, development of needed augmentative systems, social skill instruction and creating opportunities for interaction.

Rationale

Students with moderate to severe disabilities may have difficulties communicating. Each candidate must have the knowledge and skill to help students learn effective communication, using a variety of techniques, strategies and technology to enhance social and interpersonal communication skills.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.
- Each candidate demonstrates the ability to assess verbal and non-verbal communication abilities, communication and social interaction interests, physical, and sensory abilities and needs of students, in collaboration with a transdisciplinary team.
- Each candidate demonstrates the ability to work as a member of a transdisciplinary team to develop augmentative communication systems which maximize use of current communication, physical and sensory skills to address identified communication and social interaction needs and interests.
- Each candidate demonstrates the ability to assess a variety of environments for opportunities to facilitate students' social interactions.
- Each candidate emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.
- Each candidate demonstrates the ability to teach interpersonal skills to promote acceptable social behavior.
- Each candidate demonstrates the ability to implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments.
- Each candidate demonstrates the ability to implement a variety of augmentative communication strategies.
- Each candidate demonstrates understanding of the importance of and the ability to facilitate expanded social networks and friendships for students with severe disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Moderate/Severe

Standard 26

Curriculum

Each candidate demonstrates the ability to work with IEP teams to develop Individualized Education Plans and to teach, adapt, modify and integrate the curriculum within natural environments such as general education classrooms and schools, community, work and recreation settings, to meet the specific needs of students with moderate to severe disabilities.

Rationale

Before each candidate assumes daily teaching responsibilities they must have adequate opportunities to learn knowledge and skills related to teaching students meaningful skills. The curriculum provided to students with moderate to severe disabilities must facilitate students' acquisition of skills that are functional to interactions with others, daily living routines, the development of academic abilities, and present and future work opportunities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to design curricula that promote skills which allow individual students to learn from their everyday experiences.
- Each candidate demonstrates an understanding of and ability to teach general education curriculum scope and sequence and a wide variety of teaching strategies.
- Each candidate demonstrates the ability to integrate all areas of the curriculum for individual students.
- Each candidate demonstrates familiarity with a variety of curriculum materials and resources across academic, functional life skills, and basic skills including cognitive, social/emotional, motor language and behavioral.
- Each candidate demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students with moderate to severe disabilities across a variety of instructional settings and ensure meaningful participation.
- Each candidate demonstrates the ability to teach meaningful skills to students with moderate to severe disabilities and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.
- Each candidate demonstrates the ability to provide access to the core curriculum by collaborating with the general education staff and adapting it across grades and subject areas to accommodate the individual students' learning needs and meet the IEP objectives.
- Each candidate demonstrates the ability to work with the IEP team to prioritize identified needs and develop an individualized education program for individual students.

- Each candidate demonstrates the ability to select and/or modify curriculum in collaboration with a transdisciplinary team and in a manner sensitive to cultural, gender, ethnic, sensory functioning, and varied abilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Moderate/Severe

Standard 27

Movement, Mobility, Sensory and Specialized Health Care

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for a learner to participate fully in classrooms, schools and the community. The candidate uses appropriate and safe techniques, procedures, materials and adaptive equipment, including the use of technology. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.

Rationale

A teacher's knowledge of students' movement, mobility, sensory and specialized health care needs is vital to the success of educational services for students with moderate to severe disabilities. Federal and state law mandate that students cannot be denied placement in local schools based on the need for specialized health care. Each candidate must therefore, develop an understanding of the regulations and local policies regarding these services, the techniques and procedures that may be identified as specialized health care to effectively respond to total student needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the skills to facilitate individual students' initiation of, and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities.
- Each candidate demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
- Each candidate demonstrates knowledge of what constitutes a specialized health care service and regulations governing how services can be provided and who can provide the services.
- Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding a particular student's sensory, movement, mobility and specialized health care services.
- Program coursework includes general information about various specialized health care procedures such as catheterization, and colostomy care suctioning, as well as, up-to date assistive and adaptive devices useful for mobility, motor and sensory functioning, and resources for accessing, repairing and updating these devices.
- Each candidate demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment such as wheelchairs, assistive devices and suctioning machines.

- Each candidate demonstrates the ability to share information regarding sensory, movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the level of understanding and sensitivity.
- Each candidate demonstrates the ability to arrange classroom environments to accommodate the sensory, movement, mobility and specialized health care needs to promote students' independence and maintain the dignity of students with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Education Specialist Credential: Deaf and Hard-of-Hearing

Background Statement

Most people take communication and language for granted so that it is hard to imagine the impact deafness or a hearing loss can have in these areas and on educational achievement. Few teachers are aware of the educational implications of deafness or a hearing loss, as well as the psychological and social implications. Fewer are aware of the existence of the deaf community and Deaf culture. The degree of loss, age of onset, usefulness or non-usefulness of amplification, family background, language used in the home, family support, type of special adaptations introduced and at what age, and many other factors make the task of educating deaf and hard-of-hearing students unique, challenging and complicated.

Decisions must be made by the home and the school as to the type of communication to be employed--speech and amplification only, Cued Speech, American Sign Language, or a signed English system. Decisions must be made about the optimal placement to foster educational growth--the neighborhood school, with or without support services, a centralized program in a local elementary or secondary school, or a school exclusively for deaf and hard-of-hearing students. In addition, there are considerations concerning the curricula to be followed and the required adaptations, if any, which need to be made. There are also considerable challenges in working with the increasingly multicultural deaf and hard-of-hearing students who come from homes where English is not spoken. A sizable number of recent immigrants appear in middle or high school with no prior formal education, no command of any language, only rudimentary communication at home, and no formal communication skills to use for learning.

For these reasons, teachers of deaf and hard-of-hearing students need specialized preparation. They need the same skills in curricular development, lesson planning, behavior management, and assessment as do all teachers, but at every step they must be aware of the effect deafness or a hearing loss may have on the delivery or reception of the results and spontaneously implement accommodations. They must also have the skills to develop optimal communication and literacy skills in students who do not hear the language spoken in their environment and who may approach reading with no concept of the structural meaning of an English sentence. The uniqueness of the professional responsibilities of a teacher of deaf and hard-of-hearing students is highlighted by the fact that the American Annals of the Deaf, is the oldest professional journal in the United States.

The teacher of deaf and hard-of-hearing students must be able to respond to all of these challenges, and must be prepared to educate individuals from birth to age 22, including those with multiple disabilities. Skills are needed to work with parents of children to establish effective family communication with the child; to include an understanding of the culture to which the family belongs and their view of deafness or hearing loss. An understanding of normal child and language development is crucial, including techniques for fostering such development with deaf and hard-of-hearing children. The teacher must be able to address the normal stresses of puberty while understanding and compensating for the psychological and social aspects of deafness. The teacher must be aware of the potential for inaccurate assessments by evaluators not skilled in the means of communication used by the child, and be able to obtain accurate assessments and interpret them appropriately. The teacher must be knowledgeable of the related services to request in order to meet the individual student's unique needs. The teacher must be knowledgeable about the many aspects of Deaf culture and the services and social opportunities for growth available in the deaf community, and be able to foster the student's independence and social and emotional growth as a deaf or hard-of-hearing person.

It is for all these reasons that the Council on Education of the Deaf (CED) offers national certification as a teacher of deaf students. It is for these reasons that many states, including California, that prepare teachers for working with special students recognize the need for special training and certification for teachers of deaf and hard-of-hearing students. The challenges are enormous, the responsibility great. Deaf and hard-of-hearing students are most certainly affected by the quality of their teachers. For students to become useful, productive, contributing, well-adjusted citizens, their teachers must receive the best possible preparation to meet their unique needs. Failure to produce such teachers can mean not only educational failure for this segment of our population, but personal and social failure as well, with a resulting ultimate cost to society.

Standards for Level I Education Specialist Credential: Deaf and Hard-of-Hearing

Standard 22

Development of Professional Perspectives

Each candidate demonstrates an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of special education and education of deaf and hard-of-hearing students. Each candidate is able to apply their understanding of the models and theories of deaf education, and demonstrate sensitivity to varied beliefs and cultural differences in their contact with deaf and hard-of-hearing individuals.

Rationale

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories and research in deaf education. Students must also be aware of perspectives other than their own.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the historical and legal foundations of deaf education .
- Each candidate demonstrates knowledge of the models, theories, current research, and philosophies that provide the basis for educational practice in deaf education .
- Each candidate demonstrates knowledge of variations in beliefs, traditions, and values across cultures (including Deaf culture) .
- Each candidate demonstrates knowledge of the impact of various educational placement options with regard to cultural identity, linguistic, academic, and social-emotional development .
- Each candidate demonstrates knowledge of educational trends related to communication and language development of deaf and hard-of-hearing students .
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 23

Characteristics of Learners

Each candidate demonstrates knowledge of research and issues on learner characteristics that are unique to deaf and hard-of-hearing students, ages birth to 22, including those with additional disabilities.

Rationale

Deaf and hard-of-hearing students share many characteristics of hearing learners, including diversity in learning styles. Each candidate must be familiar with the additional learning, social, and physical characteristics which are unique to deaf and hard-of-hearing individuals, including those with additional disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate examines various factors affecting family and child development, including the effect of early communication on the overall development of the child.
- Each candidate is aware of the impact of various etiologies, age at onset and at identification, and age at provision of services for deaf and hard-of-hearing children.
- Each candidate is knowledgeable about various levels of hearing and visual ability, differences between auditory and visual learners, and the educational implications of both.
- Each candidate is knowledgeable of the potential educational and social impact of additional disabilities, and can recognize and support students who need specialized services for their multiple disabilities which are beyond the capacity of the teacher to provide.
- Each candidate is familiar with communication features (visual, spatial, tactile, and/or auditory) salient to individual learners.
- Each candidate examines research in cognition related to children who are deaf and hard-of-hearing.
- Each candidate examines, evaluates and explains commonalities and individual differences in the areas of communication, cognition, and social-emotional development of deaf and hard-of-hearing children.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 24

Communication Skill Development

Each candidate demonstrates for deaf and hard-of-hearing students, those communicative skills necessary to motivate and sustain student interest, teach effectively, and develop student communication skills and literacy.

Rationale

Teachers of deaf and hard-of-hearing students have unique responsibilities for developing their own communication skills in languages and modalities appropriate for their students. They also have unique responsibilities for developing the communication skills of their students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of information related to American Sign Language and existing communication modes used by students who are deaf or hard-of-hearing.
- Each candidate demonstrates competence in the language(s) and/or mode the beginning teacher will use to instruct students who are deaf or hard-of-hearing in a means determined by the program, demonstrated by fieldwork, including interactions with deaf adults.
- Each candidate demonstrates the knowledge of and ability to apply techniques to develop language and communication skills in deaf and hard-of-hearing students.
- Each candidate demonstrate the ability to facilitate independent communication by deaf and hard-of-hearing students in a variety of environments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 25

Student Assessment

Each candidate demonstrates knowledge of formal and informal assessment practices related to deaf and hard-of-hearing students ages birth to 22 including terminology, legal provisions, regulations, guidelines, and adaptations necessary for an appropriate evaluation.

Rationale

Teachers must properly and adequately identify the needs of deaf and hard-of-hearing students to effectively guide their learning and plan appropriate instruction in a classroom.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to select, adapt, administer, interpret and explain assessments and make recommendations in relation to a deaf and hard-of-hearing student's placement and progress in an educational program.
- Each candidate understands the value of qualitative and quantitative assessment and appropriate applications of each.
- Each candidate demonstrates knowledge of the legal provisions, regulations and guidelines regarding unbiased diagnostic assessments and use of appropriate formal and informal assessment measures for deaf and hard-of-hearing students.
- Each candidate understands the importance of appropriate assessment using the preferred language and communication modality of the deaf and hard-of-hearing student.
- Each candidate understands the importance of collaborating with the family for identifying the effect of home environment on the learner's development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 26

Instructional Techniques

Each candidate demonstrates an understanding of and ability to plan, manage, and implement effective instruction for deaf and hard-of-hearing students, ages birth to 22, including those with additional disabilities, in diverse learning environments.

Rationale

To be well prepared to conduct daily teaching responsibilities, candidates must be acquainted with managing effective learning environments and effective teaching practices. Such practices must incorporate an understanding of individual linguistic, academic, and social needs and the impact of different cultures, ethnicities, gender, socio-economic status and handicapping conditions.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to facilitate the development of cognitive, academic, communication and social skills of deaf and hard-of-hearing students.
- Each candidate demonstrates the ability to modify or design an appropriate learning environment to meet individual deaf and hard-of-hearing student needs and learning styles including those with additional disabilities.
- Each candidate examines classroom practices, instructional strategies, technologies, and materials that promote educational achievement of deaf and hard-of-hearing students under one or more of the existing modes or philosophies.
- Each candidate examines classroom practices, instructional strategies, technologies, and materials that promote educational achievement of deaf and hard-of-hearing students in various types of placement options, such as self-contained classes, residential schools, and itinerant.
- Each candidate demonstrates knowledge of acoustical, visual, and safety environmental modifications critical for deaf and hard-of-hearing students.
- Each candidate demonstrates an understanding of the infusion of appropriate media, technology, and assistive/augmentative devices into the learning process for deaf and hard-of-hearing students.
- Each candidate demonstrates the ability to provide instruction for deaf and hard-of-hearing students in skills relevant to independent living in the community, self-advocacy, and employment.
- Each candidate demonstrates the ability to plan and implement instruction about deafness-related topics, both as separate topics and infused throughout the curriculum.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 27

Managing Student Behavior and Social Interaction Skills

Each candidate demonstrates the ability to motivate, manage student conduct, and foster appropriate social interactions with deaf and hard-of-hearing students ages birth to 22.

Rationale

Appropriate student behavior and interaction is dependent upon appropriate motivation. Prospective teachers must be prepared to stimulate student interest and involvement in varied activities, while maintaining appropriate student conduct. They must also be able to foster student interaction with deaf, hard-of-hearing, and hearing peers.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is able to identify teacher attitudes and behaviors that influence student behavior.
- Each candidate demonstrates knowledge of and the ability to implement classroom behavioral management techniques.
- Each candidate demonstrates knowledge of strategies for promoting interactions of deaf and hard-of-hearing students with individuals in a variety of environments, including home, school and community.
- Each candidate demonstrates knowledge of appropriate uses of school and community resources and services for deaf and hard-of-hearing students.
- Each candidate demonstrates the ability to teach culturally and socially acceptable behaviors (including Deaf culture) in a variety of environments relevant to both deaf and hearing settings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 28

Communication and Collaborative Partnerships

Each candidate demonstrates the ability to work cooperatively with other service providers and understand their respective roles and responsibilities in meeting the needs of deaf and hard-of-hearing students.

Rationale

Many individuals work cooperatively in serving the needs of deaf and hard-of-hearing students. Each teacher of these students must be prepared to interact effectively with all members of the educational team.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is able to demonstrate knowledge of local, state, and national resources available for school personnel, student and family, including educational options and communication modes/philosophies for deaf and hard-of-hearing students.
- Each candidate is knowledgeable of the roles of various support personnel, such as aides, interpreters, and tutors, and how to use this support effectively with deaf and hard-of-hearing students.
- Each candidate is given the opportunity to demonstrate the ability to work collaboratively with the deaf community and with other service providers to collect data, set goals, develop action plans, and solve problems.
- Each candidate demonstrates knowledge of effects of communication on family relationships and strategies to facilitate communication between a deaf and hard-of-hearing individual and their family/caregivers.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Deaf and Hard-of-Hearing

Standard 29

Professionalism and Ethical Practices

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults within the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession that serve deaf and hard-of-hearing students.

Rationale

Teachers have obligations as members of a profession and a school community to develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates an awareness of biases affecting teaching and develop the ability to convey unbiased information to parents concerning language and communication, placement, and services options for their deaf or hard-of-hearing child.
- Each candidate demonstrates knowledge of local, state, and national resources for professional growth, including resources to enhance their own communication and interaction skills with deaf and hard-of-hearing adults.
- Each candidate demonstrates the ability to interact with a variety of deaf and hard-of-hearing individuals on an adult-to-adult level.
- Each candidate identifies their own cultural and professional biases in deaf education that affect one's teaching.
- Each candidate will demonstrate a commitment toward ongoing development of a high level of competence in specialized skills requisite for teaching deaf and hard-of-hearing students, particularly communication.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Education Specialist Credential: Physical and Health Impairments

Background Statement

We envision schools which have comprehensive programs that encourage and stimulate individual growth to meet full potential. These educational programs will serve all individuals, regardless of type or severity of physical disability, who are entitled to a free and appropriate public education as guaranteed by Public Laws 94-142 and 99-457 and amendments. Teachers of individuals with physical and health impairments will be guided in their practice by the California Department of Education Specialized Health Care Procedural Guide and Guidelines for Severe Orthopedically Handicapped Individuals. Access to programs and services shall be available throughout a continuum of educational placement options. Educational placement of students is based on unique educational needs and characteristics rather than on physical and health impairments. This credential authorizes the teaching of individuals who are orthopedically impaired, other health impaired, with traumatic brain injury or multiple disabilities.

Educational programs are tailored to meet the needs of the individual. The general education curriculum shall be the instructional basis for teaching students in all placement settings except where modifications related to individual need may be dictated by the characteristics of physical and health impairments. Specialized equipment and personnel resources shall be available for successful school placements.

Students with physical and health impairments have unique psycho-social needs as well as needs related to physical well-being, care and maintenance. Students with disabilities should have the opportunity to engage in social interactions with a full range of individuals including those with and without disabilities.

Educational programs to meet the needs of students with physical and health impairments include unique characteristics in various environments of urban, suburban and rural settings. School personnel need to have an understanding of each of these environments in meeting educational requirements of students.

More than half of the total school population of California is culturally and ethnically diverse. Teachers of students with physical and health impairments must address this diversity and provide appropriate instruction to all students.

It is imperative that qualified professionals provide appropriate education and related services for students with physical and health impairments.

Definitions Related to the Physical and Health Impairments Credential

Augmentative Device is a mechanism that assists in the attainment of a specific personal functional need.

High Technology refers to the adaptation and use of electronic systems to foster personal independence and to meet individual needs.

Low Technology is the adaptation and utilization of non-electronically driven materials to foster independence and to meet individual needs.

Specialized Physical Health Services as defined in Education Code Section 49423.5(d) includes catheterization, gavage feeding, suctioning, or other services that require medically related training.

Universal Precautions involves hand washing, gloving, and careful disposal of contaminated refuse when handling the discharges from another person's body. Staff is trained to always assume that the other person could carry specific germs. The routine use of universal precautions removes the problem of needing to know which persons in the school setting are infected with which germs.

(From Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils, California Department of Education, 1990.)

Standards for Level I Education Specialist Credential: Physical and Health Impairments

Standard 22

Population Characteristics of Physical and Health Impairments

Prior to or during the program, each candidate demonstrates knowledge of disability characteristics and individual differences that characterize students with physical and health impairments.

Rationale

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences of students with various disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of cognitive, physical, social, and emotional characteristics of students with physical and health impairments at different developmental and functional levels.
- Each candidate demonstrates knowledge of general characteristics and treatments of major physical and health impairments.
- Each candidate demonstrates knowledge of resources available for identifying characteristics and implications of various physical and health impairments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 23

Historical and Legal Foundations in Physical and Health Impairments

Each candidate demonstrates knowledge of historical and contemporary practices of managing physical and health impairments including major legal, medical, educational and philosophical models of treatment and social responsibilities.

Rationale

Teachers need to be aware of the several perspectives used by various segments of society in understanding and caring for persons with physical and health impairments. This knowledge will serve as a basis for implementing contemporary best practices in meeting the needs of students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program provides course work so that candidates are able to demonstrate knowledge of social, educational, philosophical and legal issues related to the care and treatment of individuals with physical and health impairments.
- Each candidate demonstrates knowledge of the major state and federal laws which provide a legal basis for educational services to families and students with physical and health impairments.
- Each candidate demonstrates knowledge of the various models used in understanding and caring for individuals with physical and health impairments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 24

Developmental Issues in Learning

Each candidate demonstrates knowledge of and ability to implement instructional programs through the various stages and sequences of child growth and development birth to 22 years that are compatible with each student's identified needs and individual characteristics, including cultural, racial, linguistic, ethnic, gender, socio-economic, cognitive, mobility, and behavioral differences.

Rationale

The specialist credential to teach students with physical and health impairments authorizes instruction, in any public school throughout the state, of students from birth to 22 years of age who are culturally, cognitively, ethnically, linguistically, racially, and socio-economically diverse. Teacher preparation must facilitate the development of individuals who recognize, and are sensitive to, this diverse student population in our state.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate, prior to or during the program, demonstrates knowledge of normal developmental and learning sequences.
- Each candidate demonstrates an understanding of individual student needs, selects and implements strategies which are developmentally appropriate for the motivation of students and which maximizes learning of instructional content.
- Each candidate models and encourages positive interaction and provides a learning environment that promotes self-esteem for students with physical and health impairments.
- Each candidate encourages respect for individual diversity through planned lessons that are a direct reflection of individual goals and objectives as stated on student IEPs/IFSPs/ITPs.
- Each candidate recognizes and affirms the importance of community, parents and extended family language, culture and socio-economic status in the development of students' self-esteem.
- Each candidate demonstrates skills and affirms the importance of personal independence of students with physical and health impairments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 25

Instruction

Each candidate demonstrates knowledge of each student's unique health, mobility, and cognitive needs that may influence the development of specific instructional strategies required in the general education curriculum and in specialized curricula areas including independent living skills, career and vocational experiences, mobility and travel, communication skills and the development of social competence.

Rationale

A teacher's knowledge of instructional strategies and techniques is vital to the success of each student with a physical or health disability. Each teacher must, therefore, learn and have the capacity to appreciate each student's individual characteristics.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to plan instruction and write clearly stated lesson plans which are based on each student's IEP/IFSP/ITP and are consistent and coordinated with appropriate teaching strategies and educational materials.
- Each candidate has knowledge of, and demonstrates the ability to use, and/or modify, the general education curriculum so that each student has the opportunity to meet the proficiency standards for graduation or appropriate differential standards noted on the IEP/ITP.
- Each candidate demonstrates the ability to collaborate with other teachers, therapists, and allied professionals, across a variety of instructional settings, for the benefit of the student.
- Each candidate demonstrates the ability to model instructional techniques that facilitate the student's use of his or her assistive technology, enabling the student to participate as independently and efficiently as possible in classroom and extracurricular activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 26

Planning and Teaching Techniques

Each candidate demonstrates the ability to prepare for students with physical and health impairments an IEP, IFSP, and ITP that includes: annual goals, short term objectives, instructional strategies and activities, the use of such high and low technology materials as may be individually required, assessment plans that are well defined and coordinated with each other and that reflect cross cultural and linguistic understanding, and equal access to the general education curriculum and student population.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not. Prospective teachers must, therefore, acquire instructional planning skills. A teacher's strategies, techniques and materials should facilitate all students' efforts to learn academic, communication, social, and motor skills.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate writes IEPs, IFSPs, and ITPs in which the annual goals and short term objectives are stated clearly and which state that skills will be taught fully and sequentially.
- Each candidate writes several clearly stated lesson plans in which assessment plans, instructional objectives, teaching strategies, classroom and individual materials/equipment are coordinated and consistent with each other.
- Each candidate demonstrates ability to provide access to the general education curriculum by adapting and relating it to the student's prior experience, learning styles, strengths and limitations by using teaching strategies which are effective for students with physical and health impairments.
- Each candidate demonstrates ability to work with other professionals, paraprofessionals, and volunteers in the classroom.
- Each candidate demonstrates ability to select and use instructional strategies, activities, and materials in different educational placement options which appeal to and challenge the diverse abilities of students with physical and health impairments.
- Each candidate demonstrates ability to assess and plan for the low/high technology needs of a child with physical and health impairments. This skill encompasses the ability to determine the type of equipment and/or materials best suited to meet the needs of the student, the knowledge of the use of that equipment and materials, and how it interfaces with other equipment, materials, curriculum and instructional strategies to help the student become more independent.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 27

Instructional Service Delivery Models

Each candidate demonstrates ability to provide optimal learning experiences for students with physical and health impairments in a wide variety of educational placement options, including but not limited to the home, educational settings in hospitals and treatment centers, and segregated and integrated public school facilities.

Rationale

Success in school, out-of-school, and post-school life requires the development and practice of academic, social, and personal skills in settings across the full range of educational placement options necessary to meet the learning and physical/health care management needs of students with physical and health impairments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program provides candidates with coursework regarding the various educational placement options permissible under federal and state mandates in relation to the least restrictive environment.
- The candidate demonstrates knowledge of providing effective learning opportunities for students with physical and health impairments regardless of the placement option identified in the student's IEP or IFSP.
- The program provides opportunities for candidates to experience and practice a variety of teaching and learning situations including, but not limited to, different methods of teacher/professional interactions through collaboration, cooperative learning, small and large group instruction, individualized instruction and participation in integrated settings in general education.
- The candidate demonstrates knowledge of identifying and managing educational resources to the benefit of all students within a specific educational setting.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 28

Student Communication Skills

Each candidate demonstrates ability to assess the verbal and non-verbal communication skills/abilities of students with physical and health impairments, identify the most appropriate technique for individual and group communication and plan activities to actively engage students with limited communication abilities in classroom and social activities appropriate to the age level of the student.

Rationale

Students with physical and health impairments may have difficulty communicating orally or by writing. Each candidate must therefore learn to identify and use adaptations to standard oral and written techniques in order to facilitate, to the extent possible, the independent communication of the student.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of factors related to speech and language development in relation to characteristics of physical and health impairments.
- Each candidate demonstrates knowledge of the types and uses of augmentative communication devices appropriate to the needs of students.
- Each candidate demonstrates knowledge and skills related to personal computer use, switch adaptations, word processing programs and other non-verbal assistive devices appropriate to students' level of communication ability and physical needs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Physical and Health Impairments

Standard 29

Specialized Health Care

Each candidate demonstrates knowledge of and ability to access specialized health care techniques, regulations and procedures that are required by students with physical and health impairments.

Rationale

State and federal law mandates that students cannot be denied placement in a school based on the need for specialized health care. Each teacher with this credential must be aware of the regulations involved in obtaining these services as well as the techniques and procedures required for his/her students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of what constitutes specialized physical health care, information about various specialized health care procedures such as catheterization, colostomy care, suctioning, etc., regulations governing provision of these services and the need, services offered and accessibility of specialized health care/nursing specialists.
- Each candidate demonstrates understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding a particular student's specialized physical health care service.
- Each candidate demonstrates knowledge of precautions for preventing the spread of infectious diseases.
- Each candidate demonstrates an ability to use and instruct other personnel and students in the safe and appropriate use, maintenance and care of rehabilitative and medically necessary equipment such as wheelchairs, assistive devices, suctioning machines, etc.
- Each candidate demonstrates safe lifting and positioning practices of students with physical and health impairments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Education Specialist Credential: Visual Impairments

Background Statement

History

As early as the 1800's, educators in the field of visual impairment and blindness have pioneered educational services to children and youth with disabilities. In 1829, the Perkins School for the Blind was established to promote learning and independence for blind students. Day classes for children who were blind started in the Chicago Public Schools as early as 1900. In 1911, the State of New York made education for visually impaired children compulsory, and by 1913 the cities of Boston and Cleveland started the first integrated special education programs in the public schools. By 1950, many blind and visually impaired children residing in urban areas were receiving quality educational services in their local schools.

In California, public education for visually impaired students developed more than 100 years ago, beginning with the establishment in 1860 of the California School for the Blind in San Francisco. The first public school program for visually impaired students was established in 1917; and the integration of students into regular school programs began in 1924, with the establishment of resource rooms for the visually impaired in elementary and secondary schools (Program Guidelines for Visually Impaired Individuals, California Department of Education, 1987).

Currently, children and youth who are blind or visually impaired receive quality services from teachers trained and credentialed in visual impairment and orientation & mobility specialists. Services are provided for a diverse group of children and youth from birth to age 22 within the full continuum of program options as designated in State and National Program Guidelines. The tradition of commitment to quality education in visual impairment and blindness continues to be driven by the goal of preparing students with visual impairments to become active participants and contributors in an inclusive society.

Philosophy

Vision is fundamental to the learning process. The visual sense provides the greatest quantity and quality of information and serves an important unifying function. The type of visual impairment and degree of vision loss will determine how much a child will be able to learn through the visual sense and benefit from visual information. It is imperative that educational teams work together to ensure an appropriate education and a life that is full of concrete and meaningful experiences for each individual with a visual impairment.

In order to meet the educational goals of effective communication, social competence, employability, and personal independence, individuals with visual impairments require a specialized curriculum unique to their educational needs. A multiplicity of specialized skills must be taught to them because of their sensory loss or limitations (National Program Guidelines). These specialized skills are essential to promoting academic, social, employment, and personal life successes. Vision is the primary sense utilized in many traditional educational strategies. Blind and visually impaired individuals need specialized instruction and access to specialized books, materials, equipment and technology in order to have equal access to the core curriculum.

When "provided with timely and adequate specialized services by appropriately (credentialed) teachers, individuals who are blind or visually impaired can develop skills that will enable them to achieve success and independence as responsible citizens in a fully integrated society. If these individual do not receive appropriate instruction designed to develop competencies that meet the sensory deficits of blindness and low vision, critical learning opportunities may be lost, thus diminishing the potential for future accomplishments." (Josephine Taylor Leadership Institute, 1993).

Rationale for Specialized Teacher Preparation

Children and youth who are blind or visually impaired can and do develop and succeed, but often at different rates and in different sequences than their sighted peers. The educational team must be knowledgeable of and sensitive to the disability-specific needs of each visually impaired individual. Individuals with visual impairments have unique educational needs including:

- (1) Vision loss can result in delayed concept development which, without effective intervention, severely impacts the individual's social, emotional, academic, and vocational development.
- (2) Individuals with visual impairments must learn through alternate mediums, such as touch and sound.
- (3) Individuals with visual impairments often require individualized instruction since group instruction for learning specialized skills may not be meaningfully provided.
- (4) Individuals with visual impairments need specialized skills and equipment for learning through alternate modes.
- (5) Individuals with visual impairments are limited in acquiring information through incidental learning as they are often not aware of subtle activities in their environment.
- (6) Curriculum areas that require unique strategies or adaptations for learners with visual impairments include concept development, utilization of low vision, academic functioning, communication skills, sensory/motor skills, social-emotional skills, orientation and mobility, activities of daily living, and career/vocational skills.

These unique needs are most effectively met using a team approach of professionals, families, and students. Personnel preparation programs must credential teachers of individuals with visual impairments that are specially trained to provide specialized instruction, curricula, books, materials, technology, and equipment. These standards were developed to assure that teachers credentialed to work with individuals (birth through 22 years of age) who are blind, visually impaired, and for those who have additional disabilities will receive appropriate and specific training in this low incidence area.

Definitions Related to the Visual Impairments Credential

Adventitious Visual Impairment is a visual impairment acquired later in life.

Human Guide

Specialized technique in which one individual serves as a guide to an individual with a visual impairment for purposes of travel through the environment (also commonly referred to as sighted guide).

Low Vision Aids

Optical devices of various types useful to persons with visual impairments

Low Vision Specialist

An eye specialist qualified to conduct low vision assessments, prescribe low vision aids, and provide instruction in how to use these aids.

Visually Impaired includes for educational purposes:

Functionally Blind -- Students who because of the severity of their visual impairment, rely basically on senses other than vision as their major channel for learning.
(Education Code Section 56350)

Low Vision -- Students who have a visual impairment and use vision as a major channel for learning

Standards for Level I Education Specialist Credential: Visual Impairments

Standard 22

Vision and Functional Implications of Vision Loss

Each candidate demonstrates knowledge of the anatomy and physiology of the eye, disorders of the eye, and the functional/educational implications of vision loss. The candidate applies that knowledge in individualized program planning and implementation.

Rationale

Functional vision evaluations performed by a teacher of the visually impaired, in conjunction with the orientation and mobility specialist, are necessary to determine an individual's eligibility for specialized services, materials, and equipment. This is pursuant to the Program Guidelines for Visually Impaired Individuals and Education Code Section 56320. In addition, to effectively design and provide an educational program that is appropriate for each individual who is blind or visually impaired, specialists must be knowledgeable regarding the anatomy and physiology of the eye, and functional implications of visual impairment. This knowledge is crucial to the necessary collaboration between eye care professionals and educational specialists who serve learners who are blind and visually impaired.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the normal development of the human visual system.
- Each candidate demonstrates knowledge of the anatomy and physiology of the eye including basic terminology related to the structure and function of the human visual system.
- Each candidate demonstrates knowledge of basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning.
- Each candidate understands the possible effects of various medications on the human visual system.
- Each candidate understands the effects of additional disabilities on the visual system and performance.
- Each candidate demonstrates the ability to interpret medical eye reports (e.g. optometric and ophthalmological) and utilize information in individualized program assessment and planning.

- Each candidate conducts appropriate functional low vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision.
- Each candidate instructs learners who are visually impaired in the appropriate use of optical and non-optical low vision devices. The candidate also assesses learners' effective use of low vision devices.
- Each candidate interprets visual functioning information with learners, families, professionals, and community personnel.
- Each candidate identifies the roles and functions of eye care facilities and professionals that specialize in low vision, and demonstrates a commitment to collaborate with such professionals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 23

Impact of Vision Loss on Development and Learning

Each candidate demonstrates knowledge of the similarities and differences between sighted learners and those who are visually impaired and the implications of visual impairment on physical, emotional, cultural, social, and cognitive development. Each candidate further demonstrates the impact of varying levels of functional vision combined with additional disabling conditions.

Rationale

Sensory impairments immediately place a limitation on the capacity to learning incidentally without intervention or assistance. Since development and learning are interdependent, the degree of vision loss directly affects numerous developmental areas. Each candidate needs to understand the impact of vision loss in relationship to individual development and learning in order to effectively plan appropriate intervention strategies and techniques.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge for potential delays in development and learning in the following areas: sensory/motor development, communication skills development, cognitive development, daily living skills development, and social emotional development, including the development of self-concept and self-esteem.
- Each candidate demonstrates knowledge of the impact on development and learning influenced by the cause, type, or degree of visual loss as well as the age of onset.
- Each candidate demonstrates an awareness of physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments.
- Each candidate demonstrates knowledge of the potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delay, and when the individuals needs specialized services for multiple disabilities.
- Each candidate demonstrates knowledge of the impact of combined vision and hearing loss on development and learning, including cognitive and language.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 24

Specialized Assessment and Techniques

Each candidate demonstrates knowledge of methods of assessing the unique educational needs of individuals with visual impairments. Each candidate demonstrates knowledge of the selection, procurement, and use of appropriate assessment procedures and techniques, and in the interpretation of assessment results to determine the unique needs.

Rationale

An instructional program for individuals with a visual impairments must be appropriately determined by a comprehensive assessment to identify unique needs. Crucial to this process are separate and identifiable assessments of each area of current and future needs, performed by the credentialed teacher of the visually impaired.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the impact of visual disorders on learning and experience.
- Each candidate articulates specialized terminology used in assessing individuals who are visually impaired, both as it relates to the visual system and to each area of importance.
- Each candidate demonstrates an understanding of the ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision.
- Each candidate demonstrates knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired, including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural.
- Each candidates demonstrates knowledge in the selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:
 - (a) Academic performance, including reading and writing of print and Grade 2 Braille, mathematics, and language arts.
 - (b) Communication performance, including reading and writing of print and Grade 2 Braille, typing and keyboarding, signature and cursive writing, computers and technology, slate and stylus, abacus, talking calculator, and tape recorders.
 - (c) Concept development, including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
 - (d) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.

- (e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
 - (f) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
 - (g) Career awareness and education, transition, and vocational.
 - (h) Orientation to the physical learning environment.
- Each candidate demonstrates skills in the use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Zinkin Developmental Assessment, and Visual Functioning Assessment Tool.
 - Each candidate demonstrates knowledge and skills in alternative assessment techniques for students who are blind or who have low vision when using nondisability-specific instruments.
 - Each candidate demonstrates knowledge and skills in appropriate interpretation and application of scores obtained as a results of assessing individuals who are visually impaired.
 - Each candidate demonstrates an understanding of the relationship between assessment, individualized program plan, development, and placement as they affect vision related services.
 - Each candidate demonstrates knowledge and skills in the development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences.
 - Each candidate demonstrates skill in communication of information related to assessment results to various audiences, such as students, parents, school board members, and educational and related service personnel.
 - Each candidate demonstrates knowledge and skills related to effective assessment of visually impaired individuals with multiple disabilities, including deaf-blind.
 - The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 25

Braille Competency

Each candidate demonstrates proficiency in reading and writing Grade 2 Literary Braille using a variety of devices such as the Braillewriter, slate and stylus, computer-generated translation, and electronic note takers. Each candidate demonstrates proficiency in basic Nemeth Code for Mathematics. The program provides basic knowledge of the various additional Braille codes currently in use such as computer Braille code, foreign language, and music.

Rationale

Individuals who are functionally blind or some individuals with other severe visual impairments require instruction in Braille if they are to maximize their academic potential and have the greatest chances for success throughout their adult lives. It is crucial for each candidate to be proficient in Braille, not only to provide instruction but to promote the acceptance and use of Braille as a viable learning medium.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates proficiency in the reading and writing of Grade 2 Literary Braille Code commensurate with National Standards.
- Each candidate demonstrates basic proficiency in the Nemeth Braille Code for Mathematics, this includes basic operations, numbers, spatial arrangements, mathematical symbols.
- Each candidate demonstrates knowledge of methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, and Thermoform duplication.
- Each candidate demonstrates proper use and care of Braille production devices and equipment.
- The program provides basic knowledge of the various Braille codes currently in use such as foreign language, music, computer, and scientific notation.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 26

Specialized Communication Skills and Instruction

Each candidate demonstrates methods and instructional strategies for teaching specialized communication skills used by individuals who are visually impaired. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, listening, aural and large print reading. Each candidate demonstrates methods and instructional strategies for teaching disability-specific academic skills such as the use of an abacus/talking calculator, tactile graphics, and adapted science equipment. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

Rationale

Without communication skills individuals cannot be fully independent and, therefore, must rely on others to assist them. For some individuals with visual impairment, dealing with information in a print format both in the reception (reading) and the expression (writing) is a unique problem. Depending on the visual functioning of the individual, special instruction in alternative methods of communication may be essential to develop proficiency in communication and to access the general education curriculum.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners.
- Each candidate demonstrates knowledge of the principles of Braille reading and writing instruction.
- Each candidate demonstrates methods and instructional strategies for the teaching of Braille reading and writing.
- Each candidate demonstrates methods and instructional strategies for the teaching of the Nemeth Braille Code for mathematics.
- Each candidate demonstrates methods and instructional strategies for the teaching of the abacus and/or talking calculator.
- Each candidate demonstrates methods and instructional strategies for the teaching of tactile graphics including maps, charts, and tables.
- Each candidate demonstrates methods and instructional strategies for the teaching of adapted science equipment.

- Each candidate demonstrates methods and instructional strategies for the teaching of handwriting for individuals with low vision and signature writing for individuals who are blind.
- Each candidate demonstrates methods and instructional strategies for the teaching of listening, aural reading, and compensatory auditory skills.
- Each candidate demonstrates methods and instructional strategies for the teaching of touch typing and keyboarding for specialized technology.
- Each candidate demonstrates methods and instructional strategies for the teaching of Braille slate and stylus.
- Each candidate demonstrates methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays.
- The program provides the candidate the knowledge to access appropriate specialized resources related to disability-specific communication skills.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 27

Determining Learning Medium

Each candidate demonstrates the ability to determine the appropriate learning medium and applies this information when evaluating the effectiveness of specialized media, materials, equipment, and physical environment for the learner who is visually impaired.

Rationale

In today's information age, there can be no question that literacy represents the primary tool by which individuals compete (Schroeder, 1989). Our educational system is designed to establish a common experience base and promote the crucial communication skills of reading, writing, speaking, and listening. Therefore, for individuals with visual impairments, the determination of the most appropriate learning medium is often a complex but critical decision. This decision should be based upon individual needs and ongoing assessment by a credentialed teacher of the visually impaired.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the various learning modalities: visual, tactile, and aural.
- Each candidate demonstrates the ability to apply the information obtained through the functional low vision assessment in determining appropriate learning media.
- Each candidate demonstrates the ability to evaluate a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books, as they apply to the modality needs of the visually impaired learner.
- Each candidate demonstrates the ability to evaluate the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium.
- Each candidate demonstrates the ability to determine both the primary and secondary learning medium of the visually impaired learner.
- Each candidate demonstrates skills in designing learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 28

Functional Curriculum and Instruction

Each candidate demonstrates knowledge of the methods and instructional strategies for teaching specialized functional skills to individuals with visual impairments, birth to 22 years of age including: self-help skills, personal management skills, social skills, spatial and environmental concepts, sensori-motor development, use of remaining vision, and skills for academic and social inclusion. In addition, each candidate designs and implements functional and age appropriate instructional programs for learners of different cognitive abilities.

Rationale

Sighted individuals learn the necessity of, and the techniques for, completing numerous daily living skills primarily through the observation of others. Because of the inability or limited ability of blind and visually impaired individuals to see, learning cannot be dependent on incidental, casual observations of the world around them (Harrell & Curry, 1987). Therefore, individuals with visual impairments need to be taught these skills in a systematic fashion. In order to be prepared for adult living, individuals with visual impairments must participate in an educational program that not only addresses academic skills but specific functional skills which include self-help skills, social skills, and use of functional vision.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities.
- Each candidate demonstrates methods to develop social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion.
- Each candidate demonstrates methods for the development of spatial and environmental concepts needed by young children who do not learn visually.
- Each candidate demonstrates methods to develop alternative reasoning and decision-making skills in individuals who are visually impaired.
- Each candidate demonstrates methods to develop alternative organization and study skills for individuals who are visually impaired.
- Each candidate demonstrates methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.
- Each candidate demonstrates methods to teach human sexuality to students who are visually impaired, using tactual models that are anatomically accurate.

- Each candidate demonstrates methods to develop adapted physical and recreation skills for individuals who are visually impaired.
- Each candidate demonstrates methods to develop and foster independence in the area of self-help skills.
- Each candidate demonstrates knowledge of strategies for promoting self-advocacy and assertiveness in individuals who are visually impaired.
- Each candidate demonstrates methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures.
- Each candidate demonstrates methods to develop and reinforce sensori-motor skills including gross and fine motor, posture, balance, movement, and strength.
- Each candidate demonstrates knowledge and social skills needed for educational and functional living environments and effective instruction in the development of these skills.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 29

Orientation and Mobility for Teachers of the Visually Impaired

Each candidate demonstrates knowledge of the importance of orientation and mobility instruction for individuals with visual impairments. Each candidate will receive instruction in knowledge of basic orientation concepts, basic mobility skills, and guide techniques.

Rationale

The ability to understand, interact with, and move within one's physical and spatial environment is a fundamental developmental skill. A visual impairment may affect an individual's opportunities for unrestricted, independent exploration, movement, and play; understanding of the physical environment and space; ability to acquire basic daily living and social skills necessary for interaction with sighted individuals. Each candidate must be a proficient guide for their students to facilitate movement within the educational environment and reinforce basic orientation and mobility skills.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates proficiency in human guide techniques including basic guide position and grip, transferring sides, narrow passageways, reversing directions, doorways, stairways, and seating.
- Each candidate demonstrates an understanding of the need for collaboration between teachers of the visually impaired and orientation and mobility specialists.
- Each candidate demonstrates protective techniques for independent travel indoors including upper hand and forearm, lower hand and forearm, and trailing.
- Each candidate demonstrates knowledge of methods of orientation to unfamiliar indoor areas.
- The program provides an overview of current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids, such as wheelchairs, walkers, crutches, and braces.
- Each candidate demonstrates knowledge of the various forms of public transportation such as bus, taxi, train, plane, and paratransit.
- Each candidate demonstrates knowledge in techniques and strategies for integration of orientation and mobility concepts and skills in settings throughout the full array of education placement options
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 30

Early Childhood Intervention and Education

Each candidate demonstrates knowledge of and ability to assess infants and young children with visual impairments to determine eligibility for services and when appropriate to plan, coordinate, collaborate, and/or implement appropriate programs for them and their families.

Rationale

Infants and young children with visual impairments have differentiated learning needs. Until these individuals have developed complex mental processing abilities, a difficult task without vision, they are surrounded by sounds, smells, and sensory perceptions that have little or no attached meaning. Opportunities for learning, such as associations among sounds, shapes, and objects and their purposes--a process that often occurs incidentally with sighted children--must be directly provided. The first five years of a child's life are the most important for developing a foundation for learning, special emphasis must be given to the infant and young child whose opportunities to learn through visual observation are limited or nonexistent.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge about the impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development.
- Each candidate demonstrates the knowledge of typical and atypical development of infants and young children in the six developmental areas, including gross motor, fine motor, cognitive, communication, social-emotional, and daily living skills.
- Each candidate demonstrates the ability to assess infants and young children to determine eligibility for services of those with and without specific visual diagnosis, but who do not appear to be functioning visually by direct observation or parent report.
- Each candidate demonstrates knowledge of age specific/disability specific assessment tools including Oregon Project and Reynell-Zinkin.
- Each candidate demonstrates the ability to develop, coordinate, and/or implement an appropriate program for infants and young children with visual impairments and their families.
- Each candidate cites federal and state laws and regulations that support early intervention and education of young children and their families.
- Each candidate demonstrates the knowledge of the individualized family service plan (IFSP), and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP.

- Each candidate demonstrates the knowledge and ability to access other community resources and state agencies that serve infants and young children with visual impairment and their families.
- Each candidate demonstrates the ability to act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Visual Impairments

Standard 31

Resources and Support/Related Services

The program provides knowledge of informational counseling, guidance, or referral services. Each candidate demonstrates knowledge of service delivery models, funding sources, selection, procurement, maintenance, storage, and use of specialized equipment and materials.

Rationale

The teacher of the blind and visually impaired is often the only local resource for parents and community members needing assistance in accessing the myriad of services, programs, and equipment available for individuals with visual impairment. One of the most critical factors related to vision loss is access to print materials in alternative formats. The teacher of the visually impaired is responsible for the selection, procurement, and organization and most times, the delivery of specialized books, media, materials, and equipment.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge in provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families.
- Each candidate demonstrates knowledge of funding sources, selection and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives.
- Each candidate demonstrates knowledge of selection, procurement, maintenance, storage, and use of specialized devices including optical and nonoptical aids.
- Each candidate demonstrates skills in selection, design, preparation, adaptation, and use of instructional materials, media, and technology, such as transcription of materials into tactual, visual, and aural formats.
- Each candidate demonstrates knowledge and skills necessary for successful service delivery in a variety of models, such as itinerant, resource, and special day class.
- Each candidate is knowledgeable about options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Education Specialist Credential: Early Childhood Special Education

Background Statement

Definition

Holders of the Early Childhood Special Education credential are authorized to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness, or orthopedic impairment must be served, as determined by the IFSP/IEP team process, by a professional holding the authorization specific to the low incidence disability.

Overview

The need for specialized training for personnel serving young children and their families has been widely recognized (e.g., DEC Task Force on Recommended Practices, 1993; Fenichel & Eggbeer, 1990; McCollum, McLean, McCartan, & Kaiser, 1989; Neisworth, Fewell, & Garwood, 1987). Federal and state laws, university training programs, professional organizations, practitioners, and families are united in the belief that individuals serving young children with disabilities and their families must be professionally prepared. This need for specialized training is supported by research that recognizes that the first five years of the young child's life constitute a critical period for growth and development. Equally important is the recognition that the relationship of the young child to his or her primary caregivers establishes the social and emotional foundation that will influence all future relationships and interactions. Because of the significance of this time in the life of children and families, it is essential that those who teach young children with disabilities and provide support and information to their families be skilled and knowledgeable. The creation of the Education Specialist: Early Childhood Special Education credential by the California Commission on Teacher Credentialing in July, 1993, is the culmination of many years of work within the State; and it represents the commitment of California's education system to ensuring that young children with disabilities and their families will be served by fully qualified professionals.

Development of the Education Specialist: Early Childhood Special Education Credential in California

Efforts to establish standards for those who provide early intervention and special education services for infants, toddlers, and preschoolers with disabilities and their families in California are not new. Since the mid-1970s, many groups have worked to develop personnel and program standards to ensure the quality of programs for young children and their families. The California First Chance Consortium, the Preservice Inservice Coordination Work Group sponsored by the California State Department of Education, and most recently the California Early Intervention Personnel Advisory Committee sponsored by the Department of Developmental Services have worked to develop standards and competencies for early interventionists and early childhood special educators. It is the work of these groups that laid the foundation for this document.

In addition to the long-term efforts of the groups mentioned above, the passage of PL 99-457 in 1986 and its subsequent amendments, PL 102-119 as well as the Individuals with Disabilities

Education Act (IDEA), highlighted the need for trained personnel. This legislation mandated educational services for 3-to-5 year-olds with disabilities and encouraged states to engage in a planning process to develop a comprehensive, coordinated system of services for infants and toddlers with disabilities and their families. California's AB 2666 enacting the mandate for 3-to-5 year-olds, and SB 1085, mandating early intervention services, provided the legislative impetus for establishing personnel standards. In July of 1993, the California Commission on Teacher Credentialing voted to establish the Early Childhood Special Education credential.

Effective Practice in Early Childhood Special Education

Early childhood special educators work in a variety of settings with children with disabilities and their families. They may work as members of the early intervention team serving infants and toddlers in neonatal intensive care units, in home-based programs, in center-based programs for toddlers, and as consultants to staff members in a variety of settings for typically developing children from birth through age three. They may also work in public and private preschool programs serving as teachers or consultants to staff. Central to all of these roles is a set of beliefs based upon research and demonstrated best practices. These beliefs include the following:

- Working with children with disabilities from birth through pre-kindergarten is qualitatively different from working with children at later ages and stages in development. Because of the uniqueness of this period in children's growth and development, early childhood special educators must be knowledgeable about a wide range of developmental, social, and family systems issues.
- Parents and family members play the most significant role in the lives of young children, and working with the child in the context of his or her family is essential to effective service delivery. Therefore, early childhood special educators must be family-centered and skilled in establishing and maintaining family/professional collaboration.
- Transdisciplinary, interagency teams are essential in providing high-quality services to infants, toddlers, and preschoolers with special needs and their families. Because of the children's complex needs, a team approach with specialists from many disciplines and agencies working collaboratively with families is critical to developing and implementing effective intervention plans.
- Educational programs and services for infants, toddlers, and preschoolers with disabilities should combine developmentally appropriate practice and specialized skills. This combination of normative approaches and highly specialized knowledge and skill results in the highest quality intervention.
- The models of services that are provided for young children must be validated and supported by theory, research, and best practice. Only those methods that have proved successful in supporting the growth and development of children and the concerns and priorities of their families should be used.
- Early childhood special educators should be trained in college and university programs that emphasize theory, research, and supervised practice in a variety of settings that include infants, toddlers, and preschoolers with special needs and their families. Following their preservice training, early childhood special educators should continue their training using university and community resources to ensure that they maintain currency in the field.

Conclusion

The standards set forth in this document represent the state-of-the-art in personnel training for special educators who serve infants, toddlers, and preschoolers with disabilities and their families. They are based upon the work of many individuals and groups within the State, research and exemplary practice in the field, and on the standards set forth by the Council for Exceptional Children's Division for Early Childhood.

References

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McCollum, J., McLean, M., McCartan, K., & Kaiser, C. (1989). Recommendations for certification of early childhood special educators (DEC White Paper). Journal of Early Intervention, 13, 195-211.

Neisworth, J.T., Fewell, R.R., & Garwood, S.G. (1987). Personnel preparation. Topics in Early Childhood Special Education, 7 (3), 1-126.

Definitions Related to the Early Childhood Special Education Credential

Family-centered describes an approach to service delivery that is based upon families' concerns, priorities, and resources and builds upon families' strengths. In this approach, families are recognized as equal partners in educational decision-making and are provided with the tools needed to participate in this way to the extent that they choose.

Service coordination refers to the process of working with families and agencies to identify, implement, and coordinate services in a collaborative, timely, and family-centered manner

Standards for Level I Education Specialist Credential: Early Childhood Special Education

Standard 19

Theoretical, Philosophical, and Empirical Foundations of Early Childhood Special Education

Each candidate demonstrates knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences on the field of Early Childhood Special Education and uses this knowledge to shape his or her practice.

Rationale

Research, theory, legislation, and philosophy have all contributed to programs for young children with disabilities and their families. Knowledge of historical and present-day approaches and their theoretical and philosophical bases is essential to ensuring that candidates design intervention and instruction supported by research findings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is able to describe the history of early intervention and early childhood special education including key philosophies, theories, and programs that have supported the development of the field.
- Each candidate cites federal and state laws and regulations that support early intervention and education for young children and their families.
- Each candidate uses efficacy research in early intervention, early childhood, and early childhood special education to provide information to families, administrators, and legislators regarding the importance of early services.
- Each candidate speaks knowledgeably about practices that have been demonstrated effective as well as those that have been discredited in answering families' questions.
- Each candidate describes programs in relation to their adherence to best practices and uses this information as a guide to intervention.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Typical and Atypical Child Development: Birth Through Age Five

Each candidate uses knowledge of typical and atypical child development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual programs for infants and young children with disabilities within the context of the family system.

Rationale

All successful interactions and interventions with young children with disabilities require a comprehensive knowledge of developmental differences caused by disabilities and risk conditions as well as a comprehensive understanding and application of the principles of child development. This information leads to effectively designed supports that address the unique needs of these children and their families and incorporate developmentally appropriate practice.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate has knowledge of early childhood developmental stages and their implications for learning.
- Each candidate understands the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development.
- Each candidate plans, conducts, and interprets assessment findings in the context of typical and atypical child development.
- Each candidate designs instructional strategies and selects curricular and other interventions that are developmentally appropriate and address the unique needs of the child with a disability.
- Each candidate uses behavior management strategies that are appropriate for young children.
- Each candidate ensures that the intervention or instructional environment is appropriate to the child's chronological age and developmental differences.
- Each candidate provides information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.
- Each candidate adjusts developmental expectations to account for varying cultural perspectives and preferences.
- Each candidate adjusts developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.

- Each candidate uses typical child development to guide placement decisions to ensure that young children with disabilities are included in the same settings as their nondisabled peers.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Family Systems and Family/Professional Collaboration

Each candidate uses family systems theory as the framework for interactions with parents and other family members, engages families as collaborative partners, and uses culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities.

Rationale

Infants, toddlers, and preschoolers are most appropriately viewed in the context of their families because families are the most significant and long-term contributors to the child's growth and development. They are also the most knowledgeable in terms of their child's needs. To be effective, professionals who work with young children with special needs must be committed to a family-centered approach because of the impact of the child's disability on the family system.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates a broad range of communication skills with families with particular emphasis on listening.
- Each candidate sensitively elicits family's concerns, priorities, and resources in relation to their child with special needs.
- Each candidate uses culturally competent strategies in working with families whose culture or language differs from his or her own.
- Each candidate collaboratively plans, assesses, and implements programs and services with families.
- Each candidate builds upon, rather than supplants, the family's existing informal and formal supports in designing and implementing programs and services.
- Each candidate demonstrates the ability to change his or her approach and services to address the family's concerns, priorities, and resources.
- Each candidate demonstrates the ability to assist families build upon their own strengths and is committed to the belief that, with assistance and support, all families can resolve their own problems.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Child Assessment

Each candidate assesses infants and young children utilizing processes, procedures, and instruments that lead to appropriate interventions and reflect an understanding of the range of appropriate assessment and evaluation approaches, the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team.

Rationale

Early identification of young children with potential disabilities is a unique and challenging task for the special educator. All early childhood special educators must be competent in basic measurement as well as team assessment processes and procedures in order to determine the child's development, performance, strengths, and needs within the family context. This knowledge is essential to developing appropriate education and intervention strategies.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate plans assessments in collaboration with the family and other members of the transdisciplinary team.
- Each candidate is competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments.
- Each candidate examines the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered.
- Each candidate uses information-gathering strategies that are appropriate to the culture and language of the child and his or her family.
- Each candidate modifies assessment procedures to accommodate or compensate for the impact of the child's disability on performance.
- Each candidate demonstrates the ability to work as an integral and contributing member of a transdisciplinary team.
- Each candidate communicates assessment findings verbally and in writing accurately, sensitively, and in jargon-free language.
- Each candidate uses assessment findings to help determine intervention strategies.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Individualized Family Service Plan (IFSP) Process

Each candidate demonstrates an understanding of the IFSP process and participates with the family and other members of the team in the development and implementation of the IFSP and the coordination of services.

Rationale

The Individualized Family Service Plan and the process used to develop it are the foundation for service delivery for infants, toddlers, and their families. Through this process, the voices of the family and professionals are heard; the services to be provided are recorded; and their expected outcomes are documented. The IFSP also provides the standard against which child, family, and program accomplishments can be measured.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to provide information to family members about the IFSP process, supports family members throughout the process, and follows up with families to ensure that the IFSP document is consistent with the goals that they have for their child and family.
- Each candidate collaborates with other team members in the development of IFSPs.
- Each candidate demonstrates skill in soliciting family members' concerns and priorities in relation to their child's developmental needs.
- Each candidate demonstrates the ability to write outcomes, supported by more specific goals and objectives, for the child.
- Each candidate demonstrates the ability to write family outcomes that express the family's goals.
- Each candidate monitors progress based on the IFSP outcomes.
- Each candidate ensures that the legal requirements of the IFSP process are met in a manner respectful of and sensitive to the family.
- Each candidate demonstrates the ability to perform the role of service coordinator.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Curriculum: Birth Through Pre-Kindergarten

Each candidate designs and implements a curriculum that addresses each child's specific, disability-based learning needs, is developmentally appropriate, and is relevant to the family's concerns and priorities.

Rationale

Curriculum for infants and young children with and without disabilities must be experiential, emphasize all developmental domains, be developmentally and individually appropriate, and reflect family's concerns and priorities. Often children with disabilities require modifications of the curriculum in order to maximize their learning abilities and potential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to modify and adapt typical infant, toddler, and preschool curriculum to meet the needs of young children with disabilities.
- Each candidate organizes and presents curricular content in ways that address the child's special needs and are meaningful and appropriate for young children.
- Each candidate demonstrates the ability to monitor curricular activities to ensure their relevance for the child and family.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Intervention and Instructional Strategies

Each candidate applies a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child's disability, maximize the child's learning potential, and are developmentally appropriate.

Rationale

Optimizing the development of the infant and young child with disabilities necessitates skill in designing intervention and instructional strategies that are appropriately prepared, implemented, and supported by current research.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.
- Each candidate demonstrates the ability to plan specially designed teaching strategies and other interventions for children that meet the individual needs and interests appropriate to their development, sociocultural background, and experiential level.
- Each candidate demonstrates a broad repertoire of developmentally appropriate teaching strategies and adaptations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 26

Learning Environments

Each candidate demonstrates the ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of settings such as homes, child care and development settings, or other community environments.

Rationale

Early childhood special educators must be flexible and be effective teachers in both traditional and nontraditional settings because infants and young children with disabilities receive services in a broad continuum of environments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to establish a positive learning climate for children in a variety of settings.
- Each candidate demonstrates the ability to provide services in the home in non-intrusive, family-centered ways.
- Each candidate demonstrates skill in organizing group settings that promote positive social interactions.
- Each candidate supports the inclusion of children into typical, age-appropriate community environments.
- Each candidate demonstrates the ability to maximize physically and emotionally safe environments for children and their families.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 27

Interdisciplinary Teaming

Each candidate demonstrates the ability to participate and collaborate as a member of an interdisciplinary team in providing services to infants and young children with disabilities and their families.

Rationale

Because of the complexity of the needs of infants and preschoolers with disabilities and their families, an interdisciplinary approach to meeting these needs is necessary and most effective. The early childhood special educator is often in the role of service coordinator and has the primary responsibility for initiating and maintaining the collaborative process.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to work cooperatively and effectively as a member of a team.
- Each candidate demonstrates the skills necessary to be a team leader and service coordinator.
- Each candidate demonstrates understanding of the team approach to serving young children with disabilities.
- Each candidate demonstrates an understanding of the role of various disciplines, agencies, and families in providing services to young children and their families.
- Each candidate demonstrates the ability to establish appropriate partnerships with families, including encouraging independence and collaborative goal setting.
- The program meet other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 28

Service Coordination and Interagency Collaboration

Each candidate demonstrates the ability to collaborate with various agencies and the family in advocating for and coordinating services to infants and young children with disabilities and their families.

Rationale

The most effective manner in which to meet the comprehensive needs of young children with disabilities and their families has proven to be through an interagency, collaborative model.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to perform the role of service coordinator.
- Each candidate demonstrates the ability to be an effective advocate for young children with disabilities and their families.
- Each candidate demonstrates the ability to work collaboratively with interagency staff to make appropriate referrals, develop program plans which include strategies for including children with disabilities, and jointly solve problems.
- Each candidate demonstrates knowledge of the appropriate referral process to other agencies and programs for children with disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 29

Low Incidence Disabilities

Each candidate demonstrates knowledge of child characteristics that reflect low incidence disabilities, skill in implementing curricular and other adaptations appropriate to the child's needs, the ability to locate and use other resources, and collaborate with professionals specific to low incidence disabilities to facilitate and prioritize specialized services that assist and support families.

Rationale

Early childhood special education teachers will be providing services to infants and preschoolers with a wide range of disabilities including visual, hearing, physical, and health disabilities. Each teacher must be prepared to meet the specific needs of these children in order to effectively support and optimize their learning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates a knowledge of the etiologies, types, and degrees of severity of the different low incidence disabilities.
- Each candidate demonstrates knowledge of the impact of a specific low incidence disability on a child's development, the family, and the interaction between the young child and members of the family.
- Each candidate consults and collaborates with appropriate specialists in developing and implementing intervention plans for infants, toddlers, and preschoolers with low incidence disabilities.
- Each candidate assists families in accessing the local, state, and national resources for children with a specific low incidence disability.
- Each candidate demonstrates a knowledge of specific educational, health, and community issues related to a particular low incidence disability.
- Each candidate, through the recommendations of a specialist in the low incidence area, demonstrates knowledge and develops skills in carrying out the use of assistive technology (low to high tech) available for young children with different low incidence disabilities.
- Each candidate, through the recommendations of a specialist in the low incidence area, adapts the environment, materials, and equipment to support the acquisition of independent and functional activities and skills by children with low incidence disabilities.
- Each candidate demonstrates the ability to prioritize the provision of specialized services based on child and family needs as part of a family-centered team process.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 30

Transitions

Each candidate demonstrates the ability to facilitate the successful transition of the child and family to subsequent early childhood or school settings.

Rationale

Infants, toddlers, and preschoolers with special needs and their families frequently receive services in many different programs and settings before the child reaches kindergarten. Early childhood special educators must have the skills to support the children and families in making these many transitions in the most optimal manner possible.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate identifies the full range of program options available in the community and communicates those options to the family.
- Each candidate assists the family in identifying and evaluating the most appropriate options for their child.
- Each candidate participates in developing and monitoring a timely and appropriate transition plan.
- Each candidate participates in interagency meetings and communicates all important information related to the child's strengths, needs, and learning style to ensure a successful transition.
- Each candidate supports the family and child through the transition process including follow-up communication after the transition.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 31

Communication and Interpersonal Skills

Each candidate demonstrates the ability to build supportive relationships through effective communication and interpersonal skills with families, children, professional colleagues, and community members.

Rationale

In order to provide family-centered services through transdisciplinary, interagency teams, it is crucial for early childhood special educators to be able to build positive relationships in order to function effectively within a complex system.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates respect and value for all families and their contributions as team members in all interactions.
- Each candidate practices confidentiality and respects each family's right to privacy.
- Each candidate demonstrates proficiency in communicating orally and in writing with families, colleagues, administrators, and other community members in a culturally sensitive and non-biased manner.
- Each candidate develops positive working relationships with all program staff and team members.
- Each candidate develops and practices skills in facilitating productive problem solving with families and staff.
- Each candidate demonstrates respect and appreciation for the services and constraints of other agencies and community organizations.
- Each candidate demonstrates enjoyment in working with infants, toddlers, and preschoolers and their families.
- Each candidate demonstrates flexibility and interpersonal sensitivity.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level I Early Childhood Special Education

Standard 32

Field Experience

Each candidate has at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Field experiences include a regular preschool program and another community program for infants, toddlers, or preschoolers.

Rationale

Individualized, well-supervised field experiences in a variety of settings provide the candidate the opportunity to observe best practices and to begin integrating and applying the knowledge and skills learned in academic coursework. Early childhood special educators work in a variety of settings and should have field experiences in a continuum of those settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate has a variety of observations and experiences in a wide range of early childhood settings with a diversity of populations.
- Each candidate has opportunities to reflect on field experiences in relation to academic learning and practical applications.
- Each candidate demonstrates skill in working with families with young children with disabilities.
- Each candidate has the opportunity to work with young children individually and in group settings.
- Each candidate has the opportunity to work with children and families in center-based and home-based settings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Part 4

Preconditions, Background Statements, and Standards of Program Quality and Effectiveness for Clinical Rehabilitative Services Credential Programs

Preconditions for Clinical Rehabilitative Services Credentials

General Preconditions Established by Federal or State Laws

Each program of professional preparation that leads to the issuance of Clinical Rehabilitative Services Credentials in Language and Speech or Audiology shall adhere continually to the following requirements of California State laws.

1. A college or university that operates a program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology shall require each California resident who applies for program admission to take the California Basic Education Skills Test. The institution shall use the results of the test to ensure that each admitted candidate received appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: California Education Code Section 44252 (f).
2. A college or university that operates a program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology shall not allow a candidate to assume daily student clinician responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: California Education Code Section 44320(b).
3. Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for Clinical Rehabilitative Services Credential for Language and Speech or Audiology shall be clinically involved with individuals aged 0 to 22 at least once every three academic years. Statutory basis: California Education Code Section 44227.5 (b) and (c).
4. Each candidate for the Clinical Rehabilitative Services Credential in Speech and Language or Audiology must meet the highest requirements in the state applicable to the profession. In California, licensure is deemed the highest state standard. As of September 1, 1995, institutions must require all candidates applying for the Clinical Rehabilitative Services Credential in Speech and Language or Audiology to obtain a master's degree in speech and language or audiology to satisfy the federal requirement for the highest standard. Statutory basis: Part B of the Individuals with Disabilities Education Act, Public Law 94-457.

General Preconditions Established by the Commission for the Clinical Rehabilitative Services Credentials in Language, Speech and Hearing and in Audiology

Pursuant to Education Code Section 44227 (a), each program of professional preparation shall adhere to the following requirements of the Commission.

1. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) offers a master's degree in Language and Speech and/or Audiology.
2. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These include decisions

regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

3. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must provide the opportunity for candidates to fulfill the requirements for California licensure in Language and Speech and/or Audiology.
4. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must require candidates to complete at least 75 semester credit hours.
 - a. At least 27 semester credit hours in basic sciences must be included. The 27 hours in basic sciences must include at least 6 semester credit hours in the biological/physical sciences and college-level mathematics, including at least one course in each area. It must include at least 6 credit hours in the behavioral and/or social sciences. It also must total at least 15 semester credit hours in the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic and psycholinguistic bases of human communication processes. The 15 hours must include at least one course in each of the following areas: anatomic and physiologic bases for the normal development and use of speech, language and hearing; physical basis and processes of the production and perception of speech, language and hearing; linguistic and psycholinguistic variables related to the normal development of speech, language and hearing.
 - b. An additional 36 semester credit hours must be in professional coursework and must include courses that concern the nature, prevention, evaluation, and treatment of speech, language, and hearing disorders. At least 30 of the 36 semester credit hours must be in courses for which graduate credit is received, and at least 21 of the 30 graduate semester credit hours must be in the professional area for which the credential is sought.
 - c. Up to 6 graduate credit hours for a thesis or dissertation may be accepted in the basic science and/or professional coursework category.
5. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must ensure that clinical supervisors in all settings possess the credentials mandated by California licensure. In addition, all clinical supervisors in public school settings must possess a valid Clinical Rehabilitative Services Credential in the appropriate specialization or its equivalent.
6. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must provide opportunities for varied and adequate field experiences for its students in meeting the needs of students from 0 to 22 years of age.
7. The program of professional preparation for Clinical Rehabilitative Services Credentials in Language and Speech or Audiology must require a minimum of 25 observation hours prior to 350 clinical contact hours.
8. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must require that a maximum of 25 clock hours be obtained from participation in staffing in which evaluation, treatment, and/or recommendations are discussed or formulated, with or without the client present.
9. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must require that at least 50 supervised clock hours must be completed in each of three types of clinical setting.

10. The program of professional preparation for the Clinical Rehabilitative Services Credential in Language and Speech or Audiology must require that least 50 percent of each evaluation session, including screening and identification activities, be observed directly by the supervisor. At least 25 percent of each applicant's total contact time in clinical treatment with each client must be observed directly by the supervisor.

Specific Preconditions Established by the Commission for the Clinical Rehabilitative Services Credential in Audiology

1. The program for the Clinical Rehabilitative Services Credential in Audiology must require that candidates complete 30 of the 36 semester credit hours of professional coursework in graduate units, including at least 21 hours in the professional area for which the credential is sought. In addition, candidates must complete a minimum of 30 of the 36 semester credit hours of coursework in audiology and a minimum of 6 of the 36 semester credit hours of coursework in speech and language. The 36 credit hours must include the following coursework:
 - a. At least 6 semester hours in hearing disorders and hearing evaluation.
 - b. At least 6 semester hours in habilitative/rehabilitative procedures with individuals who have hearing impairment.
 - c. At least 6 semester hours in speech-language pathology, including at least 3 hours in speech disorders, and at least 3 hours in language disorders unrelated to hearing impairment.
 - d. A maximum of 6 academic semester hours associated with clinical practicum may be counted toward the 30 graduate hours but may not be counted toward the required 21 graduate credits in audiology.
2. The program for the Clinical Rehabilitative Services Credential in Audiology must require candidates to complete at least 100 hours in a public school setting or its equivalent, at least 50 of which must be in the selection and use of amplification and assistive devices for children. Both direct and indirect services may be counted under treatment for hearing disorders.
3. The program for the Clinical Rehabilitative Services Credential in Audiology must require that at least 250 of the supervised clock hours be in audiology. At least 40 of those 250 clock hours must be completed in categories a and b. At least 80 hours must be completed in categories c and d, including a minimum of 10 hours in each of these categories. At least 20 of those 250 clock hours must be completed in category e.
 - a. Evaluation: Children's hearing
 - b. Evaluation: Adults' hearing
 - c. Selection and use: Children's amplification and assistive devices
 - d. Selection and use: Adults' amplification and assistive devices
 - e. Treatment: Children's and adults' hearing disorders
4. The program for the Clinical Rehabilitative Services Credential in Audiology must require that up to 20 hours in audiology be in related disorders. These may include but are not limited to hearing conservation programs.

5. The program for the Clinical Rehabilitative Services Credential in Audiology must require that at least 35 of the 350 clock hours be in speech and language. At least 15 of those 35 clock hours must involve the evaluation or screening of individuals with speech and language disorders unrelated to hearing impairment, and at least 15 must involve the treatment of individuals with speech and language disorders unrelated to hearing impairment.

Specific Preconditions Established by the Commission for the Clinical Rehabilitative Services Credential in Language and Speech

1. The program for the Clinical Rehabilitative Services Credentials in Language and Speech must require that candidates complete 30 of the 36 semester credit hours of professional coursework in graduate units, including at least 21 hours in the professional area for which the credential is sought. In addition, candidates must complete a minimum of 30 of the 36 semester credit hours of coursework in speech and language and a minimum of 6 of the 36 semester credit hours of coursework in audiology. The 36 credit hours must include the following coursework:
 - a. At least 6 semester hours in speech disorders.
 - b. At least 6 semester hours in language disorders.
 - c. At least 6 semester hours in audiology, including at least 3 hours in hearing disorders and hearing evaluation, and at least 3 hours in habilitative/rehabilitative procedures with individuals who have hearing impairment.
 - d. A maximum of 6 academic semester hours associated with clinical practicum may be counted toward the 30 graduate hours but may not be counted toward the required 21 graduate credits in each professional area.
2. The program for the Clinical Rehabilitative Services Credentials in Language and Speech must require that individuals complete 100 or more clinical hours at a school site or its equivalent.
3. The program for the Clinical Rehabilitative Services Credential in Language and Speech must require that at least 250 of the 350 supervised clock hours be completed in speech and language. At least 20 of those 250 clock hours must be completed in each of the eight categories listed below.
 - a. Evaluation: Child speech disorders
 - b. Evaluation: Adult speech disorders
 - c. Evaluation: Child language disorders
 - d. Evaluation: Adult language disorders
 - e. Treatment: Child speech disorders
 - f. Treatment: Adult speech disorders
 - g. Treatment: Child language disorders
 - h. Treatment: Adult language disorders
4. The program for the Clinical Rehabilitative Services Credential in Language and Speech must require that up to 20 clock hours be obtained for activities related to the prevention of communicative disorders, the enhancement of speech, language, and communicative effectiveness, improved swallowing, and related disorders.

5. The program for the Clinical Rehabilitative Services Credential in Language and Speech must require that at least 35 of the 350 clock hours be in audiology. At least 15 of those 35 clock hours must involve the evaluation or screening of individuals with hearing disorders, and at least 15 must involve habilitation/rehabilitation of individuals who have hearing impairment.

Preconditions Established by the Commission for the Special Class Authorization

1. The program for the Special Class Authorization must require that each candidate hold a current Clinical Rehabilitative Services Credential in Language and Speech or an earlier California credential that authorizes the provision of itinerant speech and language services in the public schools.
2. The program for the Clinical Rehabilitative Services Credential with a Special Class Authorization must require that all candidates fulfill the Level I core requirements for the Education Specialist Credentials.
3. The program for the Clinical Rehabilitative Services Credential in Language and Speech with a Special Class Authorization must require that all candidates complete a minimum of 100 hours of teaching in a class for students with speech and language impairments under the supervision of a master teacher with the Special Class Authorization or its equivalent.

Clinical Rehabilitative Services Credentials in Audiology and Language, Speech and Hearing, including Special Class Authorization

Background Statement

All children are entitled to equal access to education which will enable them to reach their potential regardless of disabling conditions or cultural/linguistic background. An integral part of many children's education is speech-language and audiological services. However, speech-language specialists and audiologists are facing new challenges in the form of new legislative mandates, an increasingly diverse population, a greater emphasis upon classroom collaboration, and new technology. To address these concerns, this document presents new standards for the credentialing of California speech-language specialists and audiologists which are consistent with current state guidelines.

The Clinical Rehabilitative Services Credentials in Language, Speech, and Hearing and Audiology and the Language Speech and Hearing Credential with Special Class Authorization involve the provision of services to individuals birth to 22 with speech, language and/or hearing impairments. The Clinical Rehabilitative Services Credential in Language, Speech, and Hearing authorizes individuals to provide itinerant speech, language, and communication services and hearing screenings. These services include the appropriate assessment and treatment of individuals with a variety of communicative disorders and consultation and collaboration with classroom teachers. The Clinical Rehabilitative Services Credential in Audiology authorizes individuals to provide audiological assessment, tympanometry, and management of individual and classroom amplification systems and assistive listening devices. The Special Class Authorization authorizes individuals to teach communicatively handicapped individuals in special day classes.

The first, and most pressing, reason for the establishment of new credentialing standards is legislative mandates. The IDEA, PL-94-142, has mandated that the requirements for credentials in each state meet the highest entry standards for a given profession. In the case of the Clinical Rehabilitative Services Credentials for Language Speech and Hearing and Audiology, the highest comparable entry level credential is licensure by the Medical Board of California, Language and Speech and Audiology Examining Committee. All individuals obtaining Clinical Rehabilitative Services Credentials for Speech-Language Pathology or Audiology after September 1, 1995 will need to have a license in their respective discipline. As a consequence, the requirements for the Clinical Rehabilitative Services Credential are being revised upward in the present document to encompass the requirements for state licensure as a speech-language specialist or audiologist. These requirements constitute the standard for speech-language pathology and audiology nationwide.

Another piece of legislation with implications for the development of credentialing standards is PL 99-457, which mandates speech, language, and hearing services to children ages birth to five. Recent advances in medicine have contributed to the survival of lower birth weight and multiply involved babies, many of whom require an array of rehabilitative services. Early intervention with these children and their families is an effective treatment strategy. This necessitates coordination and collaboration among educators, physicians, occupational therapists, physical therapists, social service agencies, as well as families and caregivers. In addition, it requires a knowledge base of infant and early childhood cognitive, physical, emotional and communicative development. The generation of service plans which are family centered requires a new concept of service delivery.

Additional legislation has mandated the provision of appropriate bilingual services to handicapped children. PL 93-380, the Education of the Handicapped Act of 1974, and PL 94-142, the Education for all Handicapped Children Act, established that a student must be given an unbiased

assessment in the student's primary language utilizing multidimensional tasks (Hamayan & Damico, 1991). Furthermore, parents or guardians must give informed consent to any action regarding their child in their own native language.

The new credential standards are formulated to take into account legislation mandating higher standards of training, a broader knowledge base, and culturally sensitive speech-language assessment and treatment. Such standards are necessary to prepare speech-language specialists and audiologists for practice in the 21st century.

The second reason for the establishment of credentialing standards is the dramatic change in the demographics of the United States and California. In the 1990 United States Census, 24% of the U.S. population was culturally diverse (U.S. Department of Commerce Bureau of the Census, cited in Nettles, 1991). Between 1980 and 1990, the U.S. population grew by 9.8 percent, but culturally diverse populations grew at a far greater rate. The population of Asian/Pacific Islanders increased by 107.8 percent, Hispanics/Latinos by 53 percent, Native Americans by 37.9 percent, African Americans by 13.2 percent, and Euro-Americans by 6.0 percent (U.S. Department of Commerce Bureau of the Census, 1991, cited in Clark & Cheng, 1993). This increasing diversity additionally was reflected in the demographic changes of the school-aged population. In 1986, 29.1 percent of U.S. public school children were culturally diverse, compared to 20 percent in 1970 (American Council on Education, 1988, cited in Clark & Cheng, 1993).

California's cultural diversity is even greater. In California, 49.4% of its residents were culturally diverse, including 25.8% Latino, 9.6% Asian, and 14% other culturally diverse populations (U.S. Department of Commerce Bureau of the Census, cited in Nettles, 1991). At the present time, over one-third of California's school children have limited English proficiency. To address the increasing diversity of the populations treated by speech-language specialists, the American Speech-Language Hearing Association has adopted the "Multicultural Action Agenda 2000" "to institutionalize a commitment to sociocultural diversity throughout the Association and professions, particularly in the area of clinical practice, professional education, and research." (ASHA, 1991).

Consequently, the training of speech-language specialists and audiologists in the unbiased assessment and therapy of culturally and linguistically diverse populations is no longer optional. This training is now imperative for all graduates from training programs in speech-language pathology and audiology and should be infused across the curriculum.

A third reason for changes in credential standards is the shift in service delivery systems, including the increasing emphasis upon collaboration and consultation between speech-language specialists and audiologists and other educational professionals. Speech-language specialists are presenting language lessons in the classroom with greater frequency and/or carrying over classroom content in their small group and individual treatment. In addition to oral language and speech, they may address literacy and written language skills. With greater involvement in the curriculum comes a need for increased knowledge of academic instruction and methodologies for addressing culturally and linguistically diverse populations of students. Consequently, the standards include a core of knowledge and skills deemed important to all special educators and are consistent with the standards developed by the American Speech-Language-Hearing Association.

Lastly, the new standards reflect the rapid expansion of technological advances in speech-language pathology and audiology. Speech-language specialists and audiologists, like other special educators, must become computer literate in order to access current information and enhance service delivery. In addition, they should be familiar with technological innovations, including augmentative communication and assistive listening devices.

As we prepare to meet the challenges of the twenty-first century, it is imperative that requirements for the Clinical Rehabilitative Services Credential in Language and Speech and Audiology reflect

the highest and most current standards of training and practice in California and the nation. Implementation of these new standards will prepare language, speech and hearing professionals to meet the challenges of new legislative mandates, increasing diversity in populations served, changes in delivery systems and technological advancements.

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Definitions Related to the Clinical Rehabilitative Services Credentials in Language, Speech and Hearing and Audiology

Audiology

Audiology includes-

- (i) Identification of children with hearing loss;
 - (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
 - (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
 - (iv) Creation and administration of programs for prevention of hearing loss;
 - (v) Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and
 - (vi) Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification."
- Federal Regulations (C.F. R. Sec. 300.16)

Clinical Rehabilitative Services Credential in Language, Speech and Hearing

Clinical Rehabilitative Services Credential in Language, Speech and Hearing is a credential which authorizes the holder to provide speech-language assessment and treatment to individuals with speech, language, and hearing disorders in the public schools.

Clinical Rehabilitative Services Credential in Audiology

Clinical Rehabilitative Services Credential in Audiology is a credential which authorizes the holder to provide hearing evaluations, interpretation of evaluation results, and the habilitation and rehabilitation of individuals with hearing impairments.

Deafness

Deafness means "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance." Federal Regulations (C.F.R. Sec. 300.7)

Hearing impairment

Hearing impairment means an "impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section." Federal Regulations (C.F. R. Sec. 300.7)

Language disorder vs. language difference

Language disorders refer to fundamental communication impairments in phonology, semantics, syntax, morphology and/or pragmatics that adversely affect educational performance. Language differences due to the acquisition of a second language or dialect are normal and must be differentiated from a language disorder.

Language, Speech and Hearing Specialist

Language, Speech and Hearing (LSH) specialist provides direct services that include performing diagnostic assessments; determining eligibility for special education services using criteria cited in the California Code of Regulations, Title T, sections 3030 (c), 3051, and 3051.1; and providing direct services as prescribed in the student's individualized education program (IEP).

The LSH specialist also provides a variety of indirect service activities related to the management of each student with speech, language, and hearing disorders. The activities include conferring with parents, consulting with teaching staff, coordinating management activities, and completing

required documentation. (*Program Guidelines for Language, Speech, and Hearing Specialist Providing Designated Instruction and Services*, California Department of Education, 1989, p. 38).

Primary language

Primary language refers to the language normally used by an individual, or in the case of a child, the language normally used by the parents of a child.

Nonbiased assessment-evaluation

Nonbiased assessment-evaluation involves the use of procedures which are culturally and linguistically appropriate to the individual and may include modifications of standardized tests and informal observations and measures.

Special Class Authorization

The Special Class Authorization is a certificate authorizing holders of the Clinical Rehabilitative Services Credential in Speech, Language and Hearing to teach children in a special day class for the communicatively handicapped.

Speech or language disorder

Speech or language disorder refers to communication impairment in fluency, articulation, language or voice that adversely affects educational performance (Federal Regulations (C.F.R. Sec. 300.7)). Speech or language impairments, or disorders, are not due to the acquisition of a second language, differences in culture or life experiences, or poverty.

Traumatic brain injury

Traumatic brain injury refers to acquired injury to the brain caused by an external physical force, resulting in total or partial physical disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Federal Regulations (C.F. R. Sec. 300.7)

Standards for the Clinical Rehabilitative Services Credential: Audiology

<p>Standards 19, 20, 21 apply to the preparation of Language, Speech and Hearing Specialists and Audiologists</p>
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Standard 19

Speech, Language, and Hearing Mechanism

Each candidate demonstrates understanding of the underlying mechanisms of speech, language, and hearing.

Rationale

Knowledge of the underlying mechanisms of speech, language, and hearing is a prerequisite for providing effective speech-language-hearing services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, and hearing mechanisms.
- Each candidate exhibits knowledge of the physical basis and processes of the production and perception of speech, language, and hearing.
- Each candidate demonstrates comprehension of the acoustics or physics of sound, physiologic and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including language difference/dialectical variation and second language acquisition.

Rationale

Understanding of the development and acquisition of speech, language, and hearing is essential to providing effective speech-language-hearing services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of issues pertaining to normal and abnormal human development and behavior across the life span.
- Each candidate exhibits understanding of the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing.
- Each candidate demonstrates comprehension of second language acquisition and linguistic and dialectical variation.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Clinical Experience

Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques.

Rationale

Experience in the evaluation and management of speech, language, and hearing disorders with a variety of populations and pathologies is essential to providing effective services. This is consistent with current practices in the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate's clinical experience includes individuals of a variety of ages (birth to twenty-two years) and cultural/linguistic backgrounds.
- Each candidate's clinical experience includes both individual and group contact in the school setting.
- Each candidate's clinical experience includes the evaluation and treatment of children and adults with a variety of types and severity of communication disorders.
- Each candidate's clinical experience includes the collection of relevant information regarding past and present status and family and health history.
- Each candidate's clinical experience includes interpretation of test results and appropriate referrals for further evaluation or treatment.
- Each candidate's clinical experience includes participation in Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP), and similar procedures. This includes participation in collaboration and consultation with classroom teachers and other school personnel.
- Each candidate's clinical experience includes application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Audiologists

Standard 22

Bases of Hearing Impairment

Each candidate demonstrates understanding of the bases and consequences of hearing impairment.

Rationale

Understanding of hearing impairments is essential to providing effective audiological services. This is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the etiology, site of lesion, pathology, genetics, natural history and progression of a wide variety of auditory disorders.
- Each candidate demonstrates knowledge of the effects of various types and degrees of auditory disorders on learning, speech and language development, ongoing and developing communication processes, and psycho-social skills.
- Each candidate demonstrates knowledge of American Sign Language and various communication systems, such as manually coded English, cued speech, and total communication.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Audiologists

Standard 23

Evaluation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to evaluate hearing impairment.

Rationale

The ability to evaluate hearing impairments is essential to providing effective audiological services. This is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current techniques for accurate assessment of hearing impairments of all types with individuals of all ages with a variety of listening and learning styles and a variety of cultural and linguistic backgrounds.
- Each candidate demonstrates the knowledge and skills necessary to perform assessment procedures, including but not limited to pure tone audiometry, speech audiometry, and immittance measurements. This includes the ability to select assessment instruments and utilize techniques appropriate for individuals with varying abilities. Each candidate demonstrates the ability to differentiate among conductive, sensorineural, and central auditory processing disorders.
- Each candidate demonstrates knowledge of current electrophysiologic instrumentation used in the evaluation of auditory function as well as interpretation of the results. These include, but are not limited to, auditory brainstem evoked response techniques, acoustic immittance procedures and otoacoustic emissions.
- Each candidate demonstrates knowledge of current hearing conservation procedures, including identification audiometry, environmental noise assessment, room acoustics, noise control, and hearing protection.
- Each candidate demonstrates knowledge of calibration techniques to ensure accurate and reliable results.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Audiologists

Standard 24

Habilitation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to habilitate/rehabilitate individuals with hearing impairments.

Rationale

The ability to habilitate/rehabilitate individuals with hearing impairments is essential to providing effective audiological services. This is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the available medical and surgical treatment options for various hearing disorders.
- Each candidate demonstrates knowledge of current habilitative and rehabilitative techniques for the treatment of hearing impairments. This includes the teaching of speech reading skills, auditory training, speech production, improved communication strategies, and the utilization of state of the art technology and equipment whenever possible.
- Each candidate demonstrates knowledge of amplification systems and assistive devices, including, but not limited to, personal hearing aids, classroom amplification systems, tactile systems, and cochlear implants. The candidate demonstrates familiarity with the characteristics of such systems and their advantages and disadvantages.
- Each candidate demonstrates knowledge and skill in the selection, evaluation, maintenance, and appropriate use of hearing instruments. This includes electro-acoustic analysis and real-ear measurements.
- Each candidate demonstrates knowledge and skill in earmold technology including earmold impressions and earmold modification.
- Each candidate demonstrates the ability to consult and collaborate with classroom teachers, school personnel, community agencies, and other professionals regarding the impact of hearing impairment on all aspects of development.
- Each candidate demonstrates skill in counseling parents of deaf and hard-of-hearing students. This interaction should include, but not be limited to, providing emotional support as well as information about hearing loss and its effects upon all aspects of development. The candidate must acknowledge and facilitate the crucial role of parents and family in the development of communication systems.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Audiologists

Standard 25

Perspectives for the Education of Deaf and Hard-of-Hearing Students

Each candidate demonstrates knowledge of the historical and legal foundations of the education of deaf and hard-of-hearing students. In addition, each candidate exhibits understanding of the educational philosophies related to communication, including but not limited to, oral communication and sign language.

Rationale

Professionals providing services to deaf and hard-of-hearing students need exposure to historical and legal perspectives, different philosophies, and communication methods.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the historical and legal foundations of deaf education.
- Each candidate demonstrates knowledge of the models, theories, current research, and philosophies that provide the basis for educational practices in deaf education.
- Each candidate demonstrates knowledge of educational trends related to the communication and language development of deaf and hard-of-hearing students.
- Each candidate demonstrates knowledge of educational options that provide the least restricted access to program content and career opportunities. These options should maximize the potential of all students and acknowledge their highest expectations and aspirations.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for the Clinical Rehabilitative Services Credential: Language, Speech and Hearing

Standards 19, 20, and 21 apply to the preparation of Language, Speech and Hearing Specialists and Audiologists

Standard 19

Speech, Language, and Hearing Mechanism

Each candidate demonstrates understanding of the underlying mechanisms of speech, language, and hearing.

Rationale

Knowledge of the underlying mechanisms of speech, language, and hearing is a prerequisite for providing effective speech-language-hearing services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, and hearing mechanisms.
- Each candidate exhibits knowledge of the physical basis and processes of the production and perception of speech, language, and hearing.
- Each candidate demonstrates comprehension of the acoustics or physics of sound, physiologic and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 20

Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including language difference/dialectical variation and second language acquisition.

Rationale

Understanding of the development and acquisition of speech, language, and hearing is essential to providing effective speech-language-hearing services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of issues pertaining to normal and abnormal human development and behavior across the life span.
- Each candidate exhibits understanding of the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing.
- Each candidate demonstrates comprehension of second language acquisition and linguistic and dialectical variation.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 21

Clinical Experience

Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques.

Rationale

Experience in the evaluation and management of speech, language, and hearing disorders with a variety of populations and pathologies is essential to providing effective services. This is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate's clinical experience includes individuals of a variety of ages (birth to twenty-two years) and cultural/linguistic backgrounds.
- Each candidate's clinical experience includes both individual and group contact in the school setting.
- Each candidate's clinical experience includes the evaluation and treatment of children and adults with a variety of types and severity of communication disorders.
- Each candidate's clinical experience includes collection of relevant information regarding past and present status and family and health history.
- Each candidate's clinical experience includes interpretation of test results and appropriate referrals for further evaluation or treatment.
- Each candidate's clinical experience includes participation in Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP), and similar procedures. This includes participation in collaboration and consultation with classroom teachers and other school personnel.
- Each candidate's clinical experience includes application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 22

Speech and Language Disorders

Each candidate demonstrates understanding of speech, language, and hearing disorders.

Rationale

Knowledge of speech, language, and hearing disorders is essential to providing effective speech-language services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The candidate demonstrates understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing.
- The candidate exhibits comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with autism, pervasive developmental disorder, cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Evaluation of Speech and Language Disorders

Each candidate demonstrates proficiency in screening for and evaluation of speech and language disorders and in screening for hearing disorders.

Rationale

Proficiency in the screening for and evaluation of speech, language, and hearing disorders is essential to providing effective speech-language services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The candidate demonstrates proficiency in screening and evaluation skills and the interpretation of test results, including procedures, techniques, and instrumentation used to assess the speech and language status of children and adults and the basis of disorders of speech and language.
- The candidate exhibits expertise in the administration of nonbiased testing techniques and methodologies for assessing the speech and language skills of linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample.
- The candidate demonstrates proficiency in the assessment, selection, and development of augmentative and alternative communication systems and the training of clients in their use.
- The candidate exhibits knowledge of hearing screening procedures.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 24

Management of Speech and Language Disorders

Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders.

Rationale

Proficiency in the management of speech, language, and hearing disorders is essential to providing effective speech-language services and is consistent with current practices within the profession.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The candidate demonstrates knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.
- The candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, parent and teacher in service and consultation.
- The candidate demonstrates understanding of strategies for second language and dialect acquisition.
- The candidate exhibits knowledge of habilitative/rehabilitative procedures with individuals who have hearing impairments.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for the Clinical Rehabilitative Services Credential: Special Class Authorization

In addition to Standards 25 and 26, programs that yield the Special Class Authorization must address Preliminary Level I Standards 19, 20, and 21 for Teaching Specialists

Standard 25

Assessment of Academic Abilities

Each candidate demonstrates competence in the assessment of the academic skills of students with severe disorders of language. These academic skills include but are not limited to literacy, written language arts, and quantitative concepts.

Rationale

An essential aspect of effective classroom instruction is the assessment of children's academic skills. Each candidate must be able to effectively evaluate the students' performance and progress in reading, written language arts, and quantitative reasoning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current principles, procedures, techniques, and instruments used in assessing reading and written language skills. Assessment techniques should include assessments that are appropriate for bilingual and multicultural children and formal and informal methods.
- Each candidate exhibits understanding of current principles, procedures, techniques, and instruments used in the assessment of quantitative reasoning.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Special Class Authorization

Standard 26

Academic Instruction

Each candidate demonstrates competency in the academic instruction of students with severe disorders of language. Academic instruction includes but is not limited to teaching literacy, written language arts, and quantitative concepts.

Rationale

Each candidate must become proficient in effective methods of academic instruction to effectively teach students academic skills. Of particular importance are techniques in teaching reading and written language arts, as students with oral language difficulties are at high risk for developing problems in these areas.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current theories, principles, and techniques in teaching literacy. Reading techniques must include a broad range of approaches and curriculum modifications for severe language handicapped children.
- Each candidate exhibits comprehension of current theories, principles, and techniques for teaching written language arts. Language arts techniques must include methods for teaching severe language handicapped students writing and spelling skills.
- Each candidate demonstrates understanding of current theories, principles, and techniques for teaching quantitative concepts.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Clinical Rehabilitative Services Credential: Orientation And Mobility

Background Statement

Formalized orientation and mobility (O&M) services were first provided to assist blinded war veterans in regaining skills of independence in the 1940's (Uslan, Hill, & Peck, 1989). In the traditional sense, the term orientation is defined as knowing one's position in space and its relation to a desired destination. The term mobility is defined as the ability to move within one's environment (Hill & Ponder, 1976). The ultimate goal of orientation and mobility training is to enhance orientation and promote independent mobility that is safe, efficient, and graceful for individuals who are blind and visually impaired of all ages.

Since its inception, O&M services quickly expanded to meet the diversified demands of many subpopulations of blind and visually impaired individuals (Uslan, Hill, & Peck, 1989), including: working-age adults; the elderly; school-age children; infants, toddlers, and preschoolers, and children and youth with multiple disabilities. O&M training and services must be provided by appropriately trained professionals known as Orientation & Mobility (O&M) Specialists.

O&M Specialists in the State of California are university trained at the graduate level and credentialed to provide highly specialized training and services to individuals who are blind and visually impaired of varying ages, cultures, and abilities. Highly specialized university preparation of O&M Specialists is integral to providing quality instruction to learners with visual impairments. The Clinical Rehabilitative Services Credential in Orientation & Mobility prepares professionals to address the need for specialized training in independent travel, to support learners' access to meaningful educational opportunities, and to address the changing demographics and diversified O&M needs of the blind and visually impaired population being served.

The O&M Specialist, who provides service on a one-to-one itinerant basis in educational settings, works with children and youth in home, school, and community environments as appropriate. O&M training is provided for blind and visually impaired learners in placements throughout the full array of program options as designated in State and Federal Guidelines.

The visual sense provides 70-85% of the information that individuals typically process. Vision is extremely important to each individual's development and learning, including: their conceptual understanding of the environment; their ability to maintain orientation within the environment, and their ability to move about the environment safely and efficiently.

The O&M Specialist provides blind and visually impaired individuals with age appropriate, concrete, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school, and community environments. O&M Specialists provide individuals who are blind and visually impaired with structured training and travel experiences to develop orientation skills, including, but not limited to the use of cardinal directions, use of tactual maps and models, and the use of public assistance in determining one's location and developing a plan for reaching a desired destination. O&M Specialists provide services for blind and visually impaired individuals, as well as blind and visually impaired individuals with concomitant physical impairments, hearing impairments, and other disabilities, modifying instruction accordingly.

The specialized curriculum in orientation and mobility contains the established skills and techniques necessary for safe, efficient, and independent travel in a variety of environments, including:

indoor familiar environments (e.g., home, classroom, and workplace); indoor unfamiliar environments (e.g., shopping malls, bus depots, and restaurants); outdoor familiar environments (e.g., playground, neighborhood, and frequented parks), and outdoor unfamiliar environments (e.g., light business areas, rural areas, and downtown/urban areas). The O&M curriculum also addresses the blind and visually impaired traveler's effective use of public transportation systems (e.g., buses, subways, and trains). The O&M Specialist effectively adapts the specialized curriculum to meet the individualized movement or travel needs of individuals who are blind and visually impaired of all ages and abilities.

The type of visual impairment and degree of vision loss may determine how much an individual will be able to benefit from visual information or rely on alternative sources of sensory input in the environment. Utilizing eye report information and functional vision assessments, the O&M Specialist develops a plan for incorporating the use of each individual's remaining vision in various travel situations, as appropriate. Training in the appropriate use of optical and non-optical devices to enhance visual and travel abilities is an additional responsibility of the O&M Specialist.

O&M Specialists tailor assessments and program plans to meet the unique and individualized travel needs of each learner who is blind, visually impaired, or who has multiple disabilities. The specialized O&M curriculum is aimed at providing blind and visually impaired children and youth with the skills and experiences necessary to develop the confidence and capabilities for independent travel in a full range of environments. These specialized skills are essential for optimizing each learner's access to meaningful educational, social, recreational, and vocational opportunities that promote eventual life successes.

References

Hill, E.W., & Ponder, P. (1976). Orientation and mobility techniques: A guide for the practitioner. New York: American Foundation for the Blind.

Uslan, M.M., Hill, E.W., & Peck, A.F. (1989). The profession of orientation and mobility in the 1980's: The AFB competency study. New York: The American Foundation for the Blind.

Definitions Related to the Clinical Rehabilitative Services Credential in Orientation and Mobility

Adventitious Visual Impairment is a visual impairment acquired later in life.

Human Guide

Specialized technique in which one individual serves as a guide to an individual with a visual impairment for purposes of travel through the environment (also commonly referred to as sighted guide).

Low Vision Aids

Optical and non-optical devices designed to assist individuals with visual impairments in performing visual tasks in varying environments.

Visually Impaired includes for educational purposes:

Functionally Blind -- Students who because of the severity of their visual impairment, rely basically on senses other than vision as their major channel for learning.
(Education Code Section 56350)

Low Vision -- Students who have a visual impairment and use vision as a major channel for learning

Standards for the Clinical Rehabilitative Services Credential: Orientation and Mobility

Standard 19

History, Philosophy, and Professionalism

Each candidate demonstrates knowledge of the historical issues and trends, philosophies, and professional ethics of orientation and mobility.

Rationale

To participate fully as professionals, prospective orientation & mobility specialists must understand the history of their field, current issues, philosophies, and trends. Adoption of the Orientation & Mobility Code of Ethics is a professional requirement of the Association for Education and Rehabilitation of the Blind and Visually Impaired, Division IX National Certification in Orientation & Mobility.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate examines the major historical events leading to the establishment of university programs in orientation & mobility.
- Each candidate explores their own personal philosophy of orientation & mobility.
- Each candidate demonstrates understanding of the Association for Education and Rehabilitation of the Blind and Visually Impaired, Division IX Code of Ethics and Certification standards and procedures.
- Each candidate demonstrates knowledge of the historical and philosophical foundations of Orientation & Mobility in education and rehabilitation settings.
- Each candidate develops an awareness of relevant literature and professional organizations pertaining to the profession of Orientation & Mobility and the field of visual impairment and blindness.
- Each candidate demonstrates an awareness of the importance of on-going professional development and maintaining currency in the field.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 20

Human Growth and Development as Related to Orientation and Mobility

Each candidate demonstrates understanding of the effects of visual impairment upon human growth and development as it relates to independent orientation and mobility.

Rationale

To plan and provide optimum individualized instruction, candidates must understand the impact of visual impairment on human growth and development and implications for independent orientation and mobility. Visual impairment has an impact upon the development and utilization of sensory motor processes with unique implications for independent movement and spatial orientation. Each candidate must be familiar with the impact of vision loss upon all areas of growth and development in order to plan and implement appropriate O&M instruction.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates understanding of the effects of visual impairments on psychosocial and cognitive development as they relate to independent orientation and mobility.
- Each candidate demonstrates understanding of the development of sensory systems and the unique nature of sensory development and processes in learners who are blind and visually impaired.
- Each candidate demonstrates knowledge of the impact of visual impairment upon motor learning and motor development, and implications for independent movement in the environment.
- Each candidate demonstrates knowledge of the sensorimotor development of individuals with dual sensory impairments.
- Each candidate demonstrates knowledge of the impact of combined vision and hearing loss on orientation and mobility.
- Each candidate addresses the age-related changes (birth through senior years) in learners' movement or travel needs, abilities, and attitudes.
- Each candidate demonstrates knowledge of the effects of additional disabilities on the independent travel of individuals who are blind and visually impaired.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 21

Concept Development for Independent Movement and Spatial Orientation

Each candidate identifies, assesses, and promotes the development of orientation and mobility related concepts in learners who are blind and visually impaired. Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in the practical application of orientation and mobility concepts to daily independent travel in home, school, and community environments.

Rationale

To be prepared to instruct learners of diverse ages who are visually impaired to maintain orientation while moving independently in the home, school, and community, prospective specialists must be able to identify and assess age-appropriate concepts necessary for independent travel in a variety of environments. Prospective specialists must be able to promote the development of important concepts for the benefit of independent orientation and mobility.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- * Each candidate identifies age appropriate concepts necessary for independent orientation and mobility, including: body imagery, spatial awareness, environmental concepts, community structures, and transportation systems.
- Each candidate demonstrates an understanding of the development of concepts related to orientation and mobility, such as body imagery, spatial awareness, and environmental concepts.
- Each candidate selects and utilizes appropriate formal and informal orientation and mobility concept assessments for individuals who are blind and visually impaired.
- Each candidate plans for appropriate opportunities for individuals with visual impairments to acquire orientation and mobility related concepts in home, school, and community environments.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in the practical application of orientation and mobility concepts to daily independent travel in home, school, and community environments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 22

Skills and Techniques for Independent Orientation and Mobility

Each candidate demonstrates the ability to assess and instruct individuals who are blind and visually impaired in appropriate skills and techniques for establishing and maintaining independent orientation across settings. Each candidate demonstrates the ability to assess and instruct individuals (birth through senior years) who are blind and visually impaired in appropriate skills and techniques for independent mobility across settings.

Rationale

The presence of a visual impairment challenges an individual's ability to establish and maintain orientation, and to move about in home, school, and community environments. Skills and techniques of orientation and mobility are essential to independent travel, access to educational and community programming, adjustment to vision loss, access to social opportunities, and self-esteem for individuals who are blind and visually impaired. Each candidate needs to be fully knowledgeable of the orientation and mobility curriculum and be able to assess and instruct individuals who are blind and visually impaired in these specialized techniques across a variety of settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate instructs learners who are blind and visually impaired in performance and appropriate use of independent orientation techniques, such as direction taking, distance estimation, and recovery from veer, for use in indoor and outdoor environments.
- Each candidate demonstrates the ability to instruct individuals in the use of indoor and outdoor numbering systems, route planning, and solicitation of human assistance.
- Each candidate demonstrates the ability to assess the effectiveness of utilized orientation and mobility techniques across settings and environments for individuals who are blind and visually impaired.
- Each candidate demonstrates proficiency in human guide techniques, including use of a long cane with a guide.
- Each candidate demonstrates the ability to promote independent movement and exploration in young children who are blind and visually impaired.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired, families, peers, professionals, and community personnel in human guide and basic orientation and mobility skills.

- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in performance and appropriate use of basic long cane skills, including: diagonal technique, touch technique, constant contact, and three-point touch technique.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in skills of independent travel in residential areas, light business areas, and downtown urban areas.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in skills for independent street crossings, including: proper alignment for various street crossings; establishing correct timing in street crossings; intersection analysis and independent problem solving, and use of traffic control devices.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in skills for unique travel and environmental situations, including: elevators, escalators, and revolving doors; railroad crossings; rural travel; shopping centers and malls, and travel in inclement weather.
- Each candidate demonstrates the ability to instruct learners who are blind and visually impaired in the effective use of public and private transportation systems.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 23

Psychological, Sociological, and Vocational Implications of Visual Impairment and Blindness

Each candidate understands the psychological, sociological, and vocational implications of visual impairment. Each candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness.

Rationale

The development of positive social and emotional skills is essential for individuals to function independently at home, school, and community and to be effective in both employment and interpersonal relationships. Each candidate needs to be understanding and accepting of individuals with visual impairment so they create a climate where these individuals and their families can be knowledgeable, accepting, and comfortable with the visual impairment. The candidate must also be aware of the issues and trends of society and government that impact the lives, education, and careers of individuals with visual impairments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of: local, state, and national legislation, regulation, and policies; legislative process, and litigation and their implications for the field of visual impairment and blindness.
- Each candidate demonstrates knowledge of the various federal, state, private, and public agencies *of* and *for* individuals with visual impairment and blindness.
- Each candidate identifies psychological, sociological, and vocational implications resulting from attitudes of society towards blind and visually impaired individuals.
- Each candidate understands the adjustment process to vision loss for both individuals and their families.
- Each candidate identifies unique issues for individuals with visual impairment in the areas of self-esteem, socialization, assertiveness, and self-advocacy.
- Each candidate understands factors affecting adjustment to vision loss for individuals who are adventitiously blind.
- Each candidate demonstrates knowledge of the historical foundations of the field of visual impairment and blindness and its importance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 24

Orientation and Mobility Program Development

Each candidate demonstrates knowledge of service delivery systems and resources necessary for the establishment, administration, and supervision of orientation and mobility programs.

Rationale

Visual impairment is a low incidence disability. It is not uncommon for an O & M Specialist to be responsible for developing an O & M program for a school district or private/public agency. As part of a professional development program, each candidate must possess adequate information regarding the establishment, administration, and supervision of O & M programs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate develops an awareness of orientation and mobility service delivery systems, including: residential school programs; public school systems, and private agencies serving children who are blind and visually impaired.
- Each candidate examines the role of the O & M Specialist in team approaches to effective service delivery.
- Each candidate identifies strategies and approaches for establishing, developing, and improving O & M programs across service delivery systems.
- Each candidate develops an awareness of the local, state, regional, and national resources for the provision of O & M services for individuals who are blind and visually impaired.
- Each candidate demonstrates the ability to design O & M programs that are compatible with service delivery systems, including: appropriate program goals and objectives; personnel needs; equipment and material needs, and program documentation and evaluation.
- Each candidate demonstrates knowledge of roles and training procedures of paraprofessionals and volunteers as they relate to the provision of O & M services for individuals who are blind and visually impaired.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 25

Vision and Functional Implications of Vision Loss

Each candidate demonstrates knowledge of the anatomy and physiology of the eye, and functional implications of vision loss. The candidate applies that knowledge in individualized program planning and implementation.

Rationale

In order to design and provide an educational program that is appropriate for each individual who is blind or visually impaired, specialists must be knowledgeable regarding the anatomy and physiology of the eye, and functional implications of visual impairments. This knowledge is crucial to the necessary collaboration between eye care professionals and educational specialists who serve learners who are blind and visually impaired.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the normal development of the human visual system.
- Each candidate demonstrates knowledge of the anatomy and physiology of the eye, including basic terminology related to the structure and function of the human visual system.
- Each candidate demonstrates knowledge of basic terminology related to diseases and disorders of the human visual system, and common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning.
- Each candidate understands the possible effects of various medications on visual functioning.
- Each candidate understands the effects of additional disabilities upon visual functioning.
- Each candidate demonstrates the ability to interpret medical eye reports (e.g., optometric and ophthalmological) and utilize information in individualized program assessment and planning.
- Each candidate conducts appropriate functional low vision assessments and utilize results in individualized program assessment and planning, including optimizing use of remaining vision.
- Each candidate instructs learners who are visually impaired in the appropriate use of optical and non-optical low vision devices across settings. The candidate also assesses the learner's effective use of low vision devices.

- Each candidate interprets visual functioning information with learners, families, professionals, and community personnel.
- Each candidate identifies the roles and functions of eye care facilities and professionals that specialize in low vision and demonstrates a commitment to collaborate with such professionals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 26

Systems of Orientation and Mobility

Each candidate demonstrates knowledge of diverse mobility systems and functions, and indications for their use in varying travel environments and by learners of diverse ages and travel needs.

Rationale

Individuals who are blind and visually impaired have options regarding the type of mobility systems to utilize for independent travel in a variety of environments. Candidates must be familiar with each mobility system, including their functions and indications for use in a variety of travel situations. This familiarization enables the Orientation and Mobility Specialist to provide proper guidance in individual selection of a mobility system, as well as, proper instruction in the use of each mobility system.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of the long cane as a mobility system, including: assembly, repair, and maintenance; types of cane and appropriate prescriptions, and indications for its use in travel environments.
- Each candidate demonstrates knowledge of the dog guide as a mobility system, including: familiarity with dog guide agencies and appropriate referral processes; techniques for orienting dog guide users to unfamiliar areas, and indications for dog guide use in travel environments.
- Each candidate demonstrates knowledge of the electronic travel device as a primary or supplementary mobility system, including: basic principles of operation; training and certification standards, and indications for their use in travel environments.
- Each candidate demonstrates knowledge of adaptive mobility systems, including: familiarity with types and functions of adaptive devices (e.g., wheelchairs, walkers, and support canes); modifying mobility techniques and devices as appropriate, and implications for their use in travel environments.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Orientation and Mobility

Standard 27

Assessment, Instructional Planning, and Effective Instruction

Each candidate demonstrates the ability to conduct thorough and appropriate orientation and mobility assessments and develop instructional programs consistent with assessment results, learner needs and individual goals. Each candidate demonstrates the ability to provide effective orientation and mobility instruction for individuals who are blind and visually impaired with diverse needs, ages, abilities, cultures, interests, and learning styles.

Rationale

Assessments and instructional programs that are consistent with individualized learner needs and goals are most effective when they are carefully planned and conducted in a professional manner. Each candidate must acquire the skills to conduct thorough orientation and mobility assessments and to plan appropriate instructional programs. In order to provide orientation and mobility instruction which optimizes the development of skills for independent travel, candidates must be able to provide instruction which is properly sequenced, sensitive to individual differences, and facilitative of independent problem-solving. Each candidate demonstrates the ability to adapt and utilize appropriate instructional media and effectively manage the learning environment in a variety of instructional settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate uses appropriate procedures for the assessment of orientation and mobility techniques in learners who are blind and visually impaired. These procedures include the use of formal and informal assessment instruments, including observational data.
- Each candidate selects appropriate assessment instruments and procedures and appropriately adapts commercially available instruments as needed to conduct individualized assessments
- Each candidate analyzes, interprets, and reports assessment results to learners, families, professionals, and significant others.
- Each candidate analyzes, interprets, and uses assessment reports from relevant professional fields in planning and implementing instruction.
- Each candidate utilizes assessment results to plan and implement individualized instruction.
- Each candidate conducts environmental analyses for the purpose of planning instruction.
- Each candidate appropriately sequences O & M instruction for learners who are blind and visually impaired with diverse needs, ages, abilities, cultures, interests, and learning styles.

- Each candidate selects/adapts instructional strategies, media, and materials to accommodate differences in needs, ages, abilities, cultures, interests, and learning styles.
- Each candidate selects and utilizes appropriate instructional environments within the home, school, and community for introducing, developing, and reinforcing orientation and mobility skills.
- Each candidate facilitates the development of independent problem solving strategies by learners who are blind and visually impaired for use in simple-to-complex travel environments.
- Each candidate effectively manages instruction in various and dynamic travel environments in the home, school, and community.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Part 5

Preconditions and Standards of Program Quality and Effectiveness for Professional Level II Education Specialist Credential Programs

Preconditions 1 through 13 apply to Professional Level II Education Specialist Credential Programs as well as Preliminary Level I Programs. An institution that submits a combined proposal for Level I and II Programs is expected to address Preconditions 1 through 13 once.

Common Standards 1 through 8 apply to Professional Level II Programs as well as Preliminary Level I Programs. An institution submitting a single proposal for Level I and Level II is expected to address the Common Standards only once.

Preconditions Established by the Commission for Professional Level II Education Specialist Credential Programs

Pursuant to Education Code Sections 44227(a) and 44265, each program of Level II Credential preparation shall adhere to the following requirements of the Commission.

- (1) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate is employed in a special education position that is likely to have sufficient duration for the Level II induction plan to be completed. Day-to-day substitute positions do not satisfy this precondition.
- (2) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Level I Education Specialist Credential, or a Certificate of Eligibility for the credential
- (3) A college or university that operates a program for the Professional Level II Education Specialist Credential shall provide for the development of a written individualized program of coursework and professional development activities, referred to as a professional credential induction plan, developed in consultations among the candidate, employer and institution. The professional credential induction plan shall identify and address individual candidate needs, college or university program requirements, consultations and other activities with an assigned support provider, and assessment of the plan's completion. A college or university that operates a program for the Professional Education Specialist Credential shall consider the development of the professional credential induction plan and assessment of the completion of the professional credential induction plan to be part of the total units required for the Level II professional credential program.
- (4) A college or university that operates a program for the Professional Level II Education Specialist Credential shall allow approved non-university activities to be included in the Level II professional credential induction plan for up to 25 percent or one quarter of the total program, in consultation with the candidate and the employer's representative.
- (5) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status. The experience must be completed while holding the Preliminary Level I Education Specialist Credential or while holding a valid out-of-state credential in a special education category comparable to a Commission-approved Preliminary Level I program authorizing special education service.
- (6) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that each Level II teacher's support provider is a credentialed staff member. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (7) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 120 days of employment so the candidate, institutional advisor and employer's representative(s) can begin to develop a Level II professional induction plan for the support and development of each beginning teacher.

CATEGORY I
PROGRAM DESIGN AND CANDIDATE COMPETENCE:
CORE STANDARDS FOR ALL LEVEL II SPECIALIST TEACHING CREDENTIAL
PROGRAMS

Standard 9

Design of the Professional Level II Education Specialist Program

The candidate, the university advisor and the employer's representative(s) work together to develop a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate's goals, builds upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

Rationale

The candidate's preliminary level program was designed to acquaint candidates with the broad range of general and special education responsibilities in schools. The prior coursework and field experiences have prepared candidates to begin careers in special education. The curriculum at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new educator. The Level II professional induction plan builds on each beginning teacher's assessed needs and outlines specific activities for facilitating professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program of studies, including the university and non-university components, is designed to foster development in relation to the standards for advanced levels of knowledge and skill appropriate to the credential (see Category II).
- Level II coursework systematically extends the studies that began at the preliminary level, and is designed to meet the individual assessed needs of the beginning teacher.
- The Level II professional credential induction plan initiated in Level I includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning teacher's progress in meeting the established goals.
- The Level II professional credential induction plan outlines coursework, individual assistance, and professional development opportunities that the beginning teacher will pursue to address the established performance goals.

- An experienced colleague or support provider, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the Level II professional credential induction plan.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- The curricular content is characterized by a depth of learning that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Support Activities and Support Provider Qualifications

The Level II professional credential induction plan includes provisions for a support provider and activities that facilitate the professional development and effective performance of each new special education teacher. Individuals selected as support providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

The guidance, advice, feedback, and support provided by an experienced colleague assists the new teacher in the performance of his/her role and helps to facilitate the development of professional norms. The sharing of knowledge of practice needs to be a planned part of the design for teacher induction. Induction support providers need to understand the needs of beginning teachers, and be prepared to help and assist in the development of expertise in the field of special education. New teachers may have more than one support provider, and the primary support provider may change.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The support activities component of the Level II professional credential induction plan initiated in Level I is developed collaboratively by the candidate, the university advisor, and the induction support provider and is monitored collaboratively by the employing agency and the institution.
- Teachers of individuals with identified low incidence disabilities are supported by at least one individual whose credential authorization is specific to the low incidence area.
- The support process occurs on a regular, ongoing basis and reflects the teacher's changing needs and stage of professional development. The process is evaluated and supplemented as necessary.
- Support activities are appropriate to the individual needs of beginning teachers and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Support activities are balanced to provide an awareness of a full range of teaching responsibilities, to address both site-level and district-level functions, and to provide experiences with diverse populations.
- Appropriate criteria for support provider selection and assignment are established by each school district or other employing agency in collaboration with institutions of higher education in the area. The criteria give attention to the support provider's professional expertise, coaching skills, and knowledge of the profession, and ability to provide for the needs of the individual teacher.

- To prepare support providers for their roles and responsibilities, training/orientation is provided collaboratively by the university, district, county office, and/or professional organizations.
- Support providers are recognized by employers and by the university in appropriate ways.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Nature and Inclusion of Non-University Activities

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Level II professional credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a candidate's Level II professional credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

Rationale

Non-university activities are intended to develop expertise for California public school teachers. and should be designed to provide flexibility, diversity, and a wide range of choices in professional development activities to meet the participant's needs. These activities may provide field-based, practical and specialized professional development opportunities not available at the university.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Non-university activities may be included in the candidate's Level II professional credential induction plan, if deemed appropriate by the candidate, the employer's representative and the university advisor.
- Non-university activities, to be included as a part of the Level II professional credential induction plan, meet the approval requirements of the Commission on Teacher Credentialing.
- The Level II professional credential induction plan specifies which non-university activities are included and the expected learnings that will occur from the activities.
- The program components include goals, expected outcomes, learning activities, expected performance standards, and an evaluation design.
- Non-university activities are implemented in sustained blocks of time, delivered in a variety of modalities, require application of learning beyond attendance, and provide for evaluation of individual candidate performance.
- Presenters have appropriate professional knowledge and experience and an understanding of professional development strategies designed for adults.
- The university encourages county offices of education, professional organizations and local agencies to design and initiate effective professional development activities and submit these activities for approval as non-university activities in the Level II professional credential induction plan.
- Adequate resources for the program are evident in time available for instruction, appropriate facilities, instructional supplies and technological support.

- The entities offering non-university activities maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 12

Assessment of Candidate Competence

Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Level II performance standards and other expectations for candidate performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The institution has established clear guidelines, criteria and standards for assessing the performance of each candidate in Level II professional programs.
- The candidate is assessed by university faculty and knowledgeable school and/or agency personnel in appropriate areas of performance related to the professional level credential.
- Each individual serving as an assessor has systematic preparation in assessing the skills and knowledge necessary to evaluate professional competence for the purposes of Level II, prior to assuming assessor responsibilities.
- Prior to assuming assessor responsibilities, a systematic training program is used to prepare individuals to act as assessors to evaluate candidates to determine Level II competence.
- The assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied to directly to the curriculum and field experiences.
- The methods used assess performance authentically and recognize the complexity and highly variable nature of teaching responsibilities.
- Candidates are provided feedback about their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

CATEGORY II

BACKGROUND STATEMENTS

AND

CREDENTIAL-SPECIFIC STANDARDS FOR

PRELIMINARY LEVEL II EDUCATION SPECIALIST CREDENTIAL PROGRAMS

Standards for Professional Level II Education Specialist Credential: Mild/Moderate Disabilities

Category II ADVANCED CURRICULUM CONTENT

Standards 13 - 17 apply to Professional Level II Programs for Mild/Moderate and Moderate/Severe Disabilities.
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Standard 13

Data-Based Decision Making

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

Rationale

Effective education is a dynamic process requiring teachers to plan, implement, evaluate, and modify curricula, instruction, and instructional contexts on an ongoing basis to meet the unique needs of individual learners. Prior to being fully credentialed at the professional level, candidates must demonstrate these abilities across the range of ages, abilities, learning characteristics, and disabling conditions covered by the Educational Specialist Credential and any emphasis specialization selected by the candidate.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate analyzes student performance data and uses the analysis to determine whether targeted outcomes have been met and to make necessary modifications in instructional strategies on an ongoing basis.
- Each candidate conducts outcome driven educational programs including actively collecting, analyzing and synthesizing input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences.
- Each candidate utilizes informal assessment and collaborates with specialists and IEP team members to meet the ongoing needs and preferences of students in the areas of communication, social/behavioral, health care, motor, mobility and sensory functioning.

- Each candidate assesses typical school and community environments and creates adaptations or modifications necessary for active participation of individual students.
- Each candidate adapts general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings.
- Each candidate uses and evaluates a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping strategies, to maintain active participation and learning of diverse groups of learners.
- Each candidate utilizes validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage.
- Each candidate designs, implements, and evaluates instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and other content areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Advanced Behavioral, Emotional, and Environmental Supports

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

Rationale

Level I coursework and field experiences prepare candidates to begin careers in special education. In order to effectively support those students with extremely complex behavioral and emotional needs, candidates must acquire advanced knowledge and skills in the areas of comprehensive behavioral supports, social skills instruction, crisis management, effective instruction, curricular adaptations, and creating positive learning environments. Ongoing assessment and data-based modifications are critical components of effective implementation and must be demonstrated by each candidate prior to earning the professional level credential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate participates as a member of behavior intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reductions in problem behavior.
- Each candidate works collaboratively with other agencies, such as Mental Health or Regional Center, to address the social, behavioral and emotional needs of individual students.
- Each candidate, along with the IEP team and mental health specialists, identifies indicators of crisis or life threatening situations as a part of the functional assessment process and develops a proactive plan to provide any needed and immediate supports.
- Each candidate is familiar with a variety of programs and strategies for teaching specific social skills and implements them according to individual student needs.
- Each candidate teaches students strategies, such as organization of materials, listening strategies, notetaking, and textbook reading, for responding to consistent class demands and for gaining information in classes.
- Each candidate demonstrates procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.

- Each candidate demonstrates knowledge about the integration of academic instruction with affective development and behavior management techniques.
- Each candidate demonstrates the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors.
- Each candidate demonstrates effective procedures for providing corrective feedback to students.
- Each candidate communicates closely with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians.
- Each candidate utilizes non-intrusive crisis management techniques to diffuse potential crisis situations.
- Each candidate develops appropriate activities to be implemented before, during and following a crisis episode.
- Each candidate describes the effects of prescription and non prescription medication/drugs on student behaviors.
- Each candidate demonstrates the ability to work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports.
- Each candidate identifies issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.
- Each candidate delineates theoretical approaches, such as biogenic, psychodynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Current and Emerging Research and Practices

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

Rationale

The education of students with disabilities reflects an evolving knowledge base, and it is essential that all candidates seeking a credential become knowledgeable of this critical information. In order for teachers to remain abreast of effective current and emerging practices, candidates must be expected to read and interpret research for applied use in the field.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.
- Each candidate demonstrates knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities.
- Each candidate demonstrates the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.
- Each candidate participates actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect current information.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Transition and Transition Planning

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Rationale

It is essential that educators understand the sequential and continuous nature of preparing students with mild to severe disabilities for successful adult transition and continuing educational, social, behavioral, and career development. Programs must facilitate the development of candidates who are knowledgeable about and sensitive to the unique transition needs of individual students and their families.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate examines factors that effect all stages of development in the life of individual students with mild/moderate and/or moderate/severe disabilities relative to planning for educational and transitional experiences.
- Each candidate demonstrates the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.
- Each candidate demonstrates the appropriate development of individualized transitional plans and the use of transition planning teams in assisting students to move successfully toward independent living in society.
- Each candidate demonstrates knowledge of promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period.
- For the moderate/severe credential, each candidate demonstrates the ability to work with the ITP team to examine the viability and value of needed accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 17

Development of Specific Emphasis

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Rationale

Prior coursework and field experiences have prepared candidates to begin careers in special education. Teaching experiences and learner needs stimulate interest for the new educator which require in-depth research of defined content areas and the development of expertise for specialized roles and/or responsibilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The curricular content of the program is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding and allows for meaningful integration of theory and practice.
- For the Mild/Moderate Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood, behavioral intervention, serious emotional disturbance, and technology.
- For the Moderate/Severe Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood, sex education, behavioral intervention, deaf-blind, serious emotional disturbance, technology and augmentative communication.
- Coursework in the program is designed to thoughtfully engage each candidate in challenging learning activities in order to provide opportunities for candidates to reflect on their own practice, interests, and needs.
- Each candidate has the opportunity to develop expertise and demonstrate application in the field of specialization with the target population and/or content area.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Mild/Moderate

Standard 18

Assessment of Students

The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

Rationale

The experienced teacher must demonstrate advanced skills in planning, conducting, reporting, and utilizing a variety of assessments and evaluations that pertain to student learning. The teacher must demonstrate an understanding of assessment bias and the research, law, and policies and procedures pertaining to conducting, interpreting, and utilizing assessments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate develops and implements individualized assessment plans that provide for non-biased, non-discriminatory assessment of students with mild and moderate disabilities to evaluate student performance, learning environment and teacher performance.
- Each candidate demonstrates skill in selecting, designing, administering, and interpreting informal assessments, including anecdotal records, questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessments, and student records.
- Each candidate identifies and utilizes strategies for promoting non-biased assessment of students from culturally diverse backgrounds.
- Each candidate writes assessment reports that include background information, results of current assessment, conclusions, and recommendations for instruction.
- Each candidate effectively communicates assessment results and their implications for regular classroom teachers, parents, and other educational professionals.
- Each candidate demonstrates knowledge of research, issues, law, policies and procedures related to non-biased and non-discriminatory screenings and referral assessment for students with mild and moderate disabilities.
- Each candidate uses performance data and teacher, student and parent input to make or suggest appropriate modifications in learning environments.

- Each candidate uses various types of assessment procedures, such as norm-referenced and curriculum-based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities.
- Each candidate demonstrates skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, cultural, linguistic and other considerations of relevance to students with mild and moderate disabilities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Mild/Moderate

Standard 19

Curriculum and Instruction

The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

Rationale

In order to fully serve special education students with mild to moderate disabilities, candidates must demonstrate advanced skills in utilizing and integrating instruction and in assisting students to become independent learners. They must address broad curricula areas, including vocational development and community living preparation, and utilize a variety of instructional approaches, including various technologies. They must acquire the knowledge and skills to teach, adapt, modify and integrate appropriate curricula to meet the individual needs of students with mild to moderate disabilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate teaches and maintains school success and survival strategies such as the organization of materials, note taking, study skills, learning strategies, for students with mild to moderate disabilities.
- Each candidate selects, modifies and evaluates validated curriculum that is specific and appropriate for projected outcomes.
- Each candidate teaches life skills relevant to independent, community and personal living with an emphasis on future employment and/or post-secondary education.
- Each candidate describes a variety of instructional procedures and demonstrate the ability to utilize appropriate instructional processes and strategies for students from ethnolinguistically diverse backgrounds across a variety of settings.
- Each candidate implements strategies for generalizing positive school behaviors, organizational skills, and learning strategies to a variety of educational and community settings.
- Each candidate evaluates instructional software and develops lesson plans that incorporate software programs and other technologies.
- Each candidate encourages students to become self-advocates at IEP, ITP and similar meetings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Mild/Moderate

Standard 20

Collaboration and Consultation

The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

Rationale

Students with mild to moderate disabilities typically spend a large portion of their school day in regular classrooms. It is therefore critical that their special education teachers be prepared to communicate and collaborate with these teachers, as well as with the range of other school and community personnel, including parents, who participate in the education of these students.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the use of group process strategies necessary for collaboration among educators, disciplines, and agencies.
- Each candidate demonstrates the ability to use culturally competent strategies in working with families whose culture or language differ from their own.
- Each candidate demonstrates a systematic and collaborative problem-solving approach.
- Each candidate demonstrates competence in coordinating referral and assessment procedures and in facilitating IEP team meetings
- Each candidate demonstrates competence in planning and supervising the duties of classroom paraprofessionals.
- Each candidate plans and presents special education in-service workshops to parents, school staff, and community members.
- Each candidate collaborates with community agencies to provide resources and services to students with special needs.
- Each candidate collaborates with general education teachers in obtaining and utilizing evaluation data for the modification of instruction and curriculum.

- Each candidate describes factors involved in conflict resolution or problem-solving and evaluates his/her own effectiveness in this area.
- Each candidate assists other teachers with the development of classroom management plans.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for Professional Level II Education Specialist Credential: Moderate/Severe Disabilities

<p>Standards 13 - 17 apply to Professional Level II Programs for Mild/Moderate and Moderate/Severe Disabilities.</p>

Standard 13

Data-Based Decision Making

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

Rationale

Effective education is a dynamic process requiring teachers to plan, implement, evaluate, and modify curricula, instruction, and instructional contexts on an ongoing basis to meet the unique needs of individual learners. Prior to being fully credentialed at the professional level, candidates must demonstrate these abilities across the range of ages, abilities, learning characteristics, and disabling conditions covered by the Educational Specialist Credential and any emphasis specialization selected by the candidate.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate analyzes student performance data and uses the analysis to determine whether targeted outcomes have been met and to make necessary modifications in instructional strategies on an ongoing basis.
- Each candidate conducts outcome driven educational programs including actively collecting, analyzing and synthesizing input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences.
- Each candidate utilizes informal assessment and collaborates with specialists and IEP team members to meet the ongoing needs and preferences of students in the areas of communication, social/behavior, health care, motor, mobility and sensory functioning.
- Each candidate assesses typical school and community environments and creates adaptations or modifications necessary for active participation of individual students.

- Each candidate adapts general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings.
- Each candidate uses and evaluates a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping structures, to maintain active participation and learning of diverse groups of learners.
- Each candidate utilizes validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage.
- Each candidate designs, implements, and evaluates instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and content areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 14

Advanced Behavioral, Emotional, and Environmental Supports

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

Rationale

Level I coursework and field experiences prepare candidates to begin careers in special education. In order to effectively support those students with extremely complex behavioral and emotional needs, candidates must acquire advanced knowledge and skills in the areas of comprehensive behavioral supports, social skills instruction, crisis management, effective instruction, curricular adaptations, and creating positive learning environments. Ongoing assessment and data-based modifications are critical components of effective implementation and must be demonstrated by each candidate prior to earning the professional level credential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate participates as a member of behavior intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reductions in problem behavior.
- Each candidate works collaboratively with other agencies to address the social, behavioral and emotional needs of individual students.
- Each candidate, along with the IEP team and mental health specialists, identifies indicators of crisis or life threatening situations as a part of the functional assessment process and develops a proactive plan to provide any needed and immediate supports.
- Each candidate is familiar with a variety of programs and strategies for teaching specific social skills and implements them according to individual student needs.
- Each candidate teaches students strategies, such as organization of materials, listening strategies, notetaking, and textbook reading, for responding to consistent class demands and for gaining information in classes.
- Each candidate demonstrates procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.

- Each candidate demonstrates knowledge about the integration of academic instruction with affective development and behavior management techniques.
- Each candidate demonstrates the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors.
- Each candidate demonstrates effective procedures for providing corrective feedback to students.
- Each candidate communicates closely with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians.
- Each candidate utilizes non-intrusive crisis management techniques to diffuse potential crisis situations.
- Each candidate develops appropriate activities to be implemented before, during and following a crisis episode.
- Each candidate describes the effects of prescription and non-prescription medication/drugs on student behaviors.
- Each candidate demonstrates the ability to work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports.
- Each candidate identifies issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.
- Each candidate delineates theoretical approaches, such as biogenic, psychodynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 15

Current and Emerging Research and Practices

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

Rationale

The education of students with disabilities reflects an evolving knowledge base, and it is essential that all candidates seeking a credential become knowledgeable of this critical information. In order for teachers to remain abreast of effective current and emerging practices, candidates must be expected to read and interpret research for applied use in the field.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.
- Each candidate demonstrates knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities.
- Each candidate demonstrates the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.
- Each candidate participates actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect current information.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 16

Transition and Transition Planning

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Rationale

It is essential that educators understand the sequential and continuous nature of preparing students with mild to severe disabilities for successful adult transition and continuing educational, social and career development. Programs must facilitate the development of candidates who are knowledgeable about and sensitive to the unique transition needs of individual students and their families.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate examines factors that effect all stages of development in the life of an individual with mild to severe disabilities relative to planning for educational and transitional experiences.
- Each candidate demonstrates the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.
- Each candidate demonstrates the appropriate development of individualized transitional plans and the use of transition planning teams in assisting students to move successfully toward independent living in society.
- Each candidate demonstrates knowledge of promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period.
- For the moderate/severe credential, each candidate demonstrates the ability to work with the ITP team to examine the viability and value of needed accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Mild/Moderate/Severe Common Standard

Standard 17

Development of Specific Emphasis

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Rationale

Prior coursework and field experiences have prepared candidates to begin careers in special education. Teaching experiences and learner needs stimulate interest for the new educator which require in-depth research of defined content areas and the development of expertise for specialized roles and/or responsibilities.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The curricular content of the program is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding and allows for meaningful integration of theory and practice.
- For the Mild/Moderate Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood, behavioral intervention, serious emotional disturbance, and technology.
- For the Moderate/Severe Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood, sex education, behavioral intervention, deaf-blind, serious emotional disturbance, technology and augmentative communication.
- Coursework in the program is designed to thoughtfully engage each candidate in challenging learning activities in order to provide opportunities for candidates to reflect on their own practice, interests, and needs.
- Each candidate has the opportunity to develop expertise and demonstrate application in the field of specialization with the target population and/or content area.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Moderate/Severe

Standard 18

Advanced Communication Skills

Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.

Rationale

The teacher's ability to use advance communication skills is vital to the success of aspects of the educational aspects. It is imperative that the candidate is able to effectively communicate with a diverse population of students and adults. The candidates develop their ability to use a variety of techniques and strategies to enhance interpersonal skills to communicate, collaborate, negotiate, network and provide positive public relations.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate uses active listening techniques effectively across settings and people.
- Each candidate develops and demonstrates strategies for forming family partnerships and possesses effective communication skills for working with families.
- Each candidate demonstrates both leadership and management skills to design and implement professional development programs and serve as a consultant to other adults.
- Each candidate demonstrates effective and efficient team building and facilitation skills as a member of student and site based teams, including respectful interactions with others.
- Each candidate demonstrates an understanding of how to supervise a diverse group of staff, in a variety of environments including training providing feedback and incentives and monitoring staff.
- Each candidate demonstrates proficiency in conflict management skills.
- Each candidate demonstrates the ability to effectively interact at a professional level with a wide range of individuals across educational disciplines.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 19

Leadership and Management Skills

Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

Rationale

In order to serve students with moderate to severe disabilities the candidate must demonstrate leadership and management skills that effectively meet the varying demands of the career. Each candidate must be able to constructively coordinate, facilitate, and develop efficient educational programs that augment available community and educational resources including integration of services, delivery models, and school restructuring and reforms efforts.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is effectively involved in site-based decisions concerning students with and without disabilities.
- Each candidate actively participates in site-based school restructuring and reform efforts including input regarding students, parents, and teachers.
- Each candidate demonstrates efficient use of schedules which optimize available resources and integrated services and delivery models.
- Each candidate facilitates and coordinates educational programs with education and community resources, agencies, and professional and advocacy organizations that meet the unique needs of students.
- Each candidate develops and initiates effective educational programs and opportunities that positively integrate students with moderate to severe disabilities with general education programs, staff, and students.
- Each candidate demonstrates strategies to instruct others in the individual needs and abilities of students with moderate to severe disabilities as they are included in daily activities within general education.
- Each candidate demonstrates an awareness of available resources and the ability to use networking and negotiation skills to maximize access to meet staff development, school, and individual student needs.

- Each candidate participates actively within the school district and local community to acquire and disseminate information regarding emerging research and legislation.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for Professional Level II Education Specialist Credential: Deaf and Hard-of-Hearing

Standard 13

Advancement of Personal Communication Skills

Each Level II candidate demonstrates advanced personal communication skills which are necessary to effectively interact with the deaf and hard-of-hearing students with whom they work. Each candidate demonstrates an advanced level of communication skills, compared with that required in Level I.

Rationale

Effective instruction is dependent upon an accessible communication environment for deaf and hard-of-hearing students. Teachers of deaf and hard-of-hearing students must continually strive to improve in their ability to interact effectively with deaf and hard-of-hearing students and with members of the deaf community.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates increased proficiency in the language(s) and/or modes used by students who are deaf or hard-of-hearing.
- Each candidate demonstrates increased proficiency in the language(s) and/or modes used by deaf adults who comprise the deaf community.
- Each candidate demonstrates an understanding of current research related to the language(s) and/or modes used by students who are deaf or hard-of-hearing.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Deaf and Hard-of-Hearing

Standard 14

Special Populations Within the Deaf and Hard-of-Hearing Community

Each Level II candidate demonstrates advanced knowledge and skills related to effective assessment and instruction of deaf and hard-of-hearing students with special needs.

Rationale

There has been an increase in the number of deaf and hard-of-hearing students having special needs. Candidates must be knowledgeable of the characteristics of special needs populations which in addition to the hearing loss, require special modifications and instructional considerations. Educators must be aware of services available for individual students whose unique needs require specialized services.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate is knowledgeable about the impact of physical, mental and learning disabilities on the development of communication skills and learning for deaf and hard-of-hearing students.
- Each candidate demonstrates alternative teaching strategies and instructional delivery adjustments in relation to educating special needs deaf and hard-of-hearing students.
- Each candidate is knowledgeable about options, and is able to access options which are available for special needs students whose unique characteristics profoundly affect the teaching and learning process, such as the deaf-blind population.
- Each candidate identifies special techniques that are successful in working with deaf and hard-of-hearing students and their families from diverse cultural backgrounds including older students with no previous formal education.
- Each candidate identifies local, state and national resources to assist in a greater understanding of special needs deaf and hard-of-hearing populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Deaf and Hard-of-Hearing

Standard 15

Early Childhood Intervention and Education

Each Level II candidate demonstrates knowledge of and ability to assess deaf and hard-of-hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families.

Rationale

Infants and young children who are deaf and hard-of-hearing and who do not hear language spoken in their environment, have unique educational needs. The first five years of life are critical for developing a foundation for learning. Communication and cognitive development are a primary focus. Teachers of deaf and hard-of-hearing students at the early childhood level must have the knowledge and skills necessary to provide learning opportunities at this critical stage of development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates an increased understanding of the potential impact of hearing loss on aspects of early development, including the development of language and communication skills.
- Each candidate demonstrates knowledge about the impact of a hearing loss on the infant-care provider relationship which may impact later cognitive and linguistic development.
- Each candidate demonstrates knowledge of typical and atypical development of infants and young children in six developmental areas, including gross motor, fine motor, cognitive, communication, social emotional, and daily living skills.
- Each candidate demonstrates knowledge of age-specific, disability-appropriate assessment tools and the ability to assess infants and young children who are deaf and hard-of-hearing.
- Each candidate demonstrates the ability to develop, coordinate, and/or implement an appropriate program for deaf and hard-of-hearing infants and young children and their families.
- Each candidate demonstrates the knowledge and ability to access other community resources and state agencies that serve infants and young children with hearing losses and their families.
- Each candidate demonstrates the ability to cite federal and state law and regulations that support early intervention.
- Each candidate demonstrates skill as a service coordinator of families and agencies in developing multidisciplinary team service plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Deaf and Hard-of-Hearing

Standard 16

Involvement With the Deaf Community

Each Level II candidate utilizes interaction opportunities with deaf and hard-of-hearing adults.

Rationale

Teachers of deaf and hard-of-hearing students have the responsibility of promoting in students and their families, an awareness of and respect for the lifestyles and achievements of deaf and hard-of-hearing adults. This cannot be accomplished unless teachers are themselves aware of and comfortable in interaction opportunities with deaf and hard-of-hearing adults.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates awareness of interaction opportunities with deaf and hard-of-hearing adults at the local, state, and national levels.
- Each candidate develops a plan for personal ongoing interaction with deaf and hard-of-hearing adults.
- Each candidate demonstrates a plan to inform deaf and hard-of-hearing students and their families of interaction opportunities and fosters their participation.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for Professional Level II Education Specialist Credential: Physical and Health Impairments

Standard 13

Technology

Prior to or during the program, each Level II candidate demonstrates knowledge of low and high technology equipment and materials to facilitate curriculum access and facilitate skill development of students with physical and health impairments.

Rationale

Some students with physical and health impairments may exhibit limited physical ability in regards to movement and verbal and written communication and thus require alternative means to complete these activities. Teachers must be aware of augmentative devices which will allow these students to become more independent and to access curriculum more efficiently.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to access information and obtain consultation from other professionals regarding technology related to student needs.
- Each candidate demonstrates an understanding of the need for low and high technology in the educational program of students with physical and health impairments.
- The candidate demonstrates the ability to select, use, and adapt low and high technology materials and equipment to meet the educational objectives of a particular student.
- The program orients each candidate to a variety of funding and procurement sources for equipment.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Physical and Health Impairments

Standard 14

Preparation for Multicultural/Multilingual Education and Family Concerns for Students with Physical and Health Impairments

Each Level II candidate engages in multicultural/multilingual study and experiences related to families and their children with physical and health impairments, including successful approaches for the education of linguistically and culturally diverse students.

Rationale

California's population, including persons with physical and health impairments, is multicultural and multilingual. Each public school teacher must be prepared to educate students who are culturally and linguistically diverse.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Prior to or during enrollment in the program each candidate has the opportunity, through coursework and/or field experiences, to evaluate personal attitudes and demonstrate professional non-biased behavior towards people of different cultural, linguistic, racial, ethnic, socio-economic or other identifying personal or group characteristics.
- Prior to or during enrollment in the program each candidate demonstrates knowledge of principles of first and second language acquisition, and appropriate teaching strategies and curriculum materials for students whose primary language is other than English.
- Each candidate demonstrates knowledge about the nature and manifestations of culture, changing demography and the cultural diversity of California's major cultural groups as related to individuals with physical and health impairments.
- Each candidate demonstrates effective methods of including cultural traditions and involvement of parents and community members in school activities.
- During enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and/or socio-economically different from the candidate.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Physical and Health Impairments

Standard 15

Orientation to Transition and Transitional Skill Planning

Each Level II candidate is able to identify factors associated with successful planning and implementation of transitional life experiences for families and their children with physical and health impairments.

Rationale

It is essential that a teacher have knowledge of transitional stages across the life span, as well as knowledge in the preparation and planning for educational, social and career development. Teacher preparation must facilitate the development of candidates who are knowledgeable and sensitive to the unique qualities that students and their families represent. Each student's abilities and disabilities will impact various transitional stages throughout his/her life span.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of factors which effect all stages of development in the life of an individual with physical and health impairments in regard to recognition, planning for and adjustment to transitional life issues as an ongoing process for the individual and the family.
- Each candidate demonstrates knowledge about the importance of individualized transitional planning, as reflected in an ITP, and the use of a transition planning team in assisting students with physical and health impairments adjust to psychological, social, and other barriers to independent living.
- Each candidate, prior to or during the program, demonstrates knowledge of the impact of socio-political and economic issues which effect the life of individuals with physical and health impairments.
- Each candidate demonstrates knowledge and sensitivity of the unique experiences and problems individuals with physical and health impairments and their families face during transitional periods throughout their life span.
- Each candidate demonstrates knowledge of needed and available personal accommodations, such as personal attendants or assistive technology devices, which may help to compensate for the loss or reduction of functional ability during and after transitional phases.
- Prior to or during the program, each candidate demonstrates knowledge of the importance of early education for prevocational and vocational skills for students with physical and health impairments.
- Each candidate demonstrates knowledge of a variety of social attitudes towards individuals with physical and health impairments.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Physical and Health Impairments

Standard 16

Teacher-Student Relations

Each Level II candidate demonstrates an ability to motivate and sustain student interest, involvement and appropriate conduct by fostering student self-esteem and the opportunity for each student to achieve full potential.

Rationale

Student motivation, involvement, appropriate conduct, and positive self image are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities while maintaining appropriate student conduct and fostering self-esteem.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates ability to respect student work, sustain an open discussion of ideas and to protect student privacy confidentiality.
- Each candidate demonstrates positive personal interactions and provides an environment that promotes self-esteem.
- Each candidate demonstrates an ability to motivate a student's sense of purpose or importance regarding the instructional content of the IEP/IFSP.
- Each candidate provides appropriate independent learning experiences for students with physical and health impairments.
- Each candidate demonstrates the ability to motivate students through the selection of stimulating classroom activities and the appropriate use of reinforcement techniques.
- Each candidate demonstrates methods which encourage students to excel and which promote involvement in a wide variety of educational activities.
- Each candidate demonstrates ability to manage and respond to student conduct effectively in individual, small group and whole class activities.
- Each candidate demonstrates knowledge of counseling concerns and issues related to students with physical and health impairments and their families including, but not limited to those which focus on medical crises interventions.
- Each candidate demonstrates an understanding of language development and adjusts the complexity of his/her language to the abilities of the student with physical and health impairments.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Physical and Health Impairments

Standard 17

Classroom Learning Environment

Each Level II candidate demonstrates an ability to establish and contribute to an educational environment where students with physical and health impairments have opportunities to experience successful learning in a physically and emotionally secure, supported and safe setting.

Rationale

To realize their educational goals and potential students with physical and health impairments must feel respected, valued and safe in the school environment. Each prospective teacher must therefore learn to establish and maintain respectful and trusting relationships with students and establish a safe classroom environment that fosters learning and respect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides opportunities for candidates to demonstrate an understanding that human interaction is valued among and between all students and that development of personal dignity and self worth are intrinsic goals of education.
- Each candidate establishes a productive and positive learning environment that incorporates clearly stated expectations regarding student conduct.
- The program provides opportunities for candidates to demonstrate knowledge of principles of school safety, including conflict resolution, crisis intervention and the impact of the presence of guns, gangs, etc. in the school setting.
- Each candidate models behaviors that demonstrate and promote respect of cultural, gender and individual characteristic differences.
- Each candidate communicates and interacts with respect with all students, fellow teachers, therapists, paraprofessionals, administrators, parents and others associated with the special and/or general education program.
- Each candidate establishes a positive rapport with students in a variety of appropriate ways.
- Each candidate demonstrates knowledge of appropriate classroom space and equipment modifications necessary for student safety and mobility.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Physical and Health Impairments

Standard 18

Early Childhood Education

Each Level II candidate demonstrates knowledge of and the ability to assess infants and young children with physical and health impairments to determine eligibility for services and to plan and implement appropriate programs that include referrals to community and state resources for them and their families.

Rationale

The credential to teach children with physical and health impairments includes children from birth to three. Federal and state laws governing these programs differ from those for children three to twenty-two. It is vital that teachers understand program requirement differences.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of typical and atypical development and assessment of infants and young children with and without definitive medical diagnoses.
- Each candidate demonstrates knowledge of appropriate programs and resources for infants and young children with physical and health impairments and their families.
- Each candidate demonstrates ability to act as case manager for these families to acquire and coordinate needed services from the schools and other sources.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for Professional Level II Education Specialist Credential: Visual Impairments

Standard 13

Specialized Technology for Individuals with Visual Impairments

Each Level II candidate demonstrates knowledge of specialized technology for individuals with visual impairments. Each candidate demonstrates the use of common specialized media devices such as closed circuit television, tape recorder, word processors with large print displays, Braille, or voice output capabilities, electronic note takers adaptive materials such as a talking calculator and tactile graphics.

Rationale

Advances in technology have had a significant impact on the education and rehabilitation of individuals with visual impairments. A teacher of the visually impaired must be aware of the current array of specialized technology for individuals with visual impairments which enhance and provide access to educational, vocational, and community settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program provides the candidate with the knowledge of highly specialized technology, such as a reading machine, Optacon, and electronic Braille writers.
- Each candidate demonstrates the use of common specialized media devices, such as closed circuit television, tape recorder, electronic note takers, and adaptive materials such as talking calculator, and tactile graphics.
- Each candidate demonstrates the ability to choose and use appropriate technology to accomplish instructional objectives and integrates the technology appropriately into the instructional process.
- Each candidate demonstrates knowledge of a variety of input and output enhancements to computer technology, such as word processors with large print displays, Braille, or voice output capabilities, and Braille embosser that address the specific access needs of students with visual impairments in a variety of environments.
- Each candidate demonstrates knowledge of resources to access information and obtain consultation from professionals in technology-related fields.
- The program provides the candidate information regarding the variety of funding and procurement sources for specialized technology and equipment.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Visual Impairments

Standard 14

Psychological, Sociological, and Vocational Implications of Visual Impairment

Each Level II candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness. Each candidate understands the psychological, sociological and vocational implications of visual impairment.

Rationale

The development of positive social and emotional skills is essential for individuals to function independently at home, school, and in the community and to be effective in both employment and interpersonal relationships. Each candidate needs to be understanding and accepting of individuals with visual impairment so they create a climate where these individuals and their families can be knowledgeable, accepting, and comfortable with the visual impairment. The candidate must also be aware of the issues and trends of society and government that impacts the lives, education, and careers of individuals with visual impairments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of local, state, and national legislation, regulation, and policies; legislative process; litigation and their implications for the field of visual impairment and blindness.
- Each candidate demonstrates knowledge of the various federal, state, private, and public agencies *of* and *for* individuals with visual impairment and blindness.
- Each candidate identifies psychological, sociological and vocational implications resulting from attitudes of society toward blind and low vision individuals.
- Each candidate understands the adjustment process to vision loss for both the individual and their families.
- Each candidate identifies unique issues for individuals with visual impairment in the areas of self-esteem, socialization, assertiveness, and self-advocacy.
- Each candidate understands factors affecting adjustment to vision loss to individuals who are adventitiously blinded.
- Each candidate demonstrates knowledge of the historical foundations of the field of visual impairment and its importance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Visual Impairments

Standard 15

Transitional Planning

Each Level II candidate demonstrates knowledge of instructional methods and strategies for transition including career awareness and education, and vocational training and experiences from: home to school, school to school, program to program, and school to work. In addition, each candidate demonstrates knowledge of the vocational implications resulting from attitudes toward visual impairment.

Rationale

Career and vocational education are essential components in a program for students with visual impairments. Even though new technology and legislation that prohibits discrimination have provided more opportunities for employment, visually impaired individuals continue to encounter many barriers in realizing their employment potential. Career and vocational education should therefore begin early and continue through four phases: awareness, exploration, preparation, and participation. Furthermore, transition services across the lifespan are essential since vision facilitates one's ability to organize and orient oneself in new environments both in access to visual information and mobility.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with visual impairments from: home to school, school to school, program to program, and school to work.
- Each candidate demonstrates knowledge of the importance of providing adult visually impaired role models for career awareness and education for their students with visual impairments and their families.
- Each candidate demonstrates knowledge of the vocational implications resulting from attitudes of society towards visual impairment.
- Each candidate demonstrates knowledge about the importance of individualized transitional planning and the use of a transition planning team in assisting students with visual impairments.
- Each candidate demonstrates knowledge of the impact of social, political, and economical issues which affect the life of an individual with visual impairments across the life span.
- Each candidate demonstrates knowledge and skills to provide instruction to students in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, emergency procedures.

- Each candidate demonstrates the knowledge of the importance of prevocational, vocational training and experience as well as postsecondary educational options.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standards for Professional Level II Education Specialist Credential: Early Childhood Special Education

Standard 13

Parent and Staff Development and Education

Each Level II candidate demonstrates the ability to promote, coordinate, present, and evaluate staff and parent development and education activities.

Rationale

As members of transdisciplinary and interagency teams that include families, early childhood special educators are frequently called upon to share their expertise.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to create a climate that is conducive to staff and parent development.
- Each candidate demonstrates the ability to develop, conduct, and utilize the results of training needs assessments to plan staff and parent development and education activities.
- Each candidate develops and practices skills in coordinating specific educational activities relative to the needs of staff and parents.
- Each candidate demonstrates the ability to effectively present information relevant to the needs of young children receiving special education services and their families through activities such as formal presentations, collaboration, interagency meetings, community committees, parent support groups, and newsletters.
- Each candidate evaluates staff and parent education and development activities.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Early Childhood Special Education

Standard 14

Management and Leadership

Each Level II candidate demonstrates knowledge and skills in the areas of program philosophy and goals, legal and professional guidelines, supervision of paraprofessionals, funding resources, program monitoring and evaluation, and community collaboration.

Rationale

Early childhood special education programs have unique requirements because of the ages of the children in the programs, the emphasis on family-centered services, and interagency collaboration. Professionals in these programs must have specific competencies that address these requirements in addition to overall program operation and management skills.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate supports and implements a program philosophy and goals that reflect a family-centered approach to services, developmentally appropriate practices based on research, a transdisciplinary team model, and community collaboration.
- Each candidate has an awareness of all current federal and state laws and regulations related to early intervention services for infants and young children with disabilities and their families.
- Each candidate assists in developing and implementing criteria and procedures for selecting, supervising, evaluating, and providing for the ongoing training of staff including team building.
- Each candidate demonstrates the ability to work with paraprofessionals in a positive, supportive manner including assigning appropriate tasks; clearly communicating instructions; modeling and demonstrating best practices with children, families, and staff; encouraging and incorporating paraprofessional staff input in program planning and evaluation; and encouraging professional growth.
- Each candidate has a basic understanding of local, state, and federal funding sources and the ability to advocate for the appropriate funding levels with agencies, policy makers, and legislators.
- Each candidate participates in the design, implementation, and review of program evaluation criteria and procedures and promotes program modifications based on evaluation results that include family satisfaction measures and team recommendations.
- Each candidate demonstrates knowledge of ongoing community collaboration through a variety of methods such as public awareness campaigns, fundraising activities, and partnerships.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Level II Early Childhood Special Education

Standard 15

Advanced Studies and Special Topics

Each Level II candidate demonstrates knowledge and skills in advanced applications of Preliminary Level I content, emerging theory and practices, and other relevant topics of importance to the field of early childhood special education.

Rationale

The field of early childhood special education is an evolving field, and it is essential that the credentialing process support candidates' needs for advanced development of existing skills and new knowledge and perspectives that influence early childhood special education.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates skills beyond those acquired in Preliminary Level I Education Specialist program into more advanced competencies.
- Each candidate demonstrates knowledge of emerging theories and practices and relevant topics within the field of special education and, in particular, early childhood special education.
- Each candidate selects and pursues specific areas of interest to expand their knowledge and skills.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Part 6

Standards of Program Quality and Effectiveness for the Early Childhood Special Education Certificate

Standards Required for the Early Childhood Special Education Certificate

The following standards must be addressed for programs who wish to offer the Early Childhood Special Education Certificate as an additional authorization to the Education Specialist Credentials following completion of Level II. Specialists in Mild/Moderate and Moderate/Severe will be authorized to serve K-12 including adults but may wish to expand the authorization to Birth through 22. Education Specialist Credentials in Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments are authorized to serve birth through 22, but may add the certificate for professional growth reasons, if desired.

Precondition for Early Childhood Special Education Certificate

Institutions that intend to offer the Early Childhood Special Education Certificate only, not the full credential program in Early Childhood Special Education, must have approved programs for both the Preliminary Level I Education Specialist and Professional Level II Education Specialist Credentials in place. The Early Childhood Special Education Certificate is not considered part of the Professional Level II program, but a way to expand the age authorization following completion of Level II.

Early Childhood Special Education Certificate

Standard 1

Typical and Atypical Child Development Birth Through Age Five

Each candidate uses knowledge of typical and atypical child development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual programs for infants and young children with disabilities within the context of the family system.

Rationale

All successful interactions and interventions with young children with disabilities require a comprehensive knowledge of developmental differences caused by disabilities and risk conditions as well as a comprehensive understanding and application of the principles of child development. This information leads to effectively designed supports that address the unique needs of these children and their families and incorporate developmentally appropriate practice.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate has knowledge of early childhood developmental stages and their implications for learning.
- Each candidate understands the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development.
- Each candidate plans, conducts, and interprets assessment findings in the context of typical and atypical child development.
- Each candidate designs instructional strategies and selects curricular and other interventions that are developmentally appropriate and address the unique needs of the child with a disability.
- Each candidate uses behavior management strategies that are appropriate for young children.
- Each candidate demonstrates the ability to determine that the intervention or instructional environment is appropriate to the child's chronological age and developmental differences.
- Each candidate provides information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.
- Each candidate adjusts developmental expectations to account for varying cultural perspectives and preferences.
- Each candidate adjusts developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.

- Each candidate uses typical child development to guide placement decisions to ensure that young children with disabilities are included in the same settings as their nondisabled peers.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 2

Family Systems and Family/Professional Collaboration

Each candidate uses family systems theory as the framework for interactions with parents and other family members, engages families as collaborative partners, and uses culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities.

Rationale

Infants, toddlers, and preschoolers are most appropriately viewed in the context of their families because families are the most significant and long-term contributors to the child's growth and development. They are also the most knowledgeable in terms of their child's needs. To be effective, professionals who work with young children with special needs must be committed to a family-centered approach because of the impact of the child's disability on the family system.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates a broad range of communication skills with families with particular emphasis on listening.
- Each candidate demonstrates the ability to elicit family's concerns, priorities, and resources in relation to their child with special needs.
- Each candidate uses culturally competent strategies in working with families whose culture or language differs from his or her own.
- Each candidate collaboratively plans, assesses, and implements programs and services with families.
- Each candidate builds upon, rather than supplants, the family's existing informal and formal supports in designing and implementing programs and services.
- Each candidate demonstrates the ability to change his or her approach and services to address the family's concerns, priorities, and resources.
- Each candidate demonstrates the ability to assist families build upon their own strengths and is committed to the belief that, with assistance and support, all families can resolve their own problems.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 3

Child Assessment

Each candidate assesses infants and young children utilizing processes, procedures, and instruments that lead to appropriate interventions and reflect an understanding of the range of appropriate assessment and evaluation approaches, the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team.

Rationale

Early identification of young children with potential disabilities is a unique and challenging task for the special educator. All early childhood special educators must be competent in basic measurement as well as team assessment processes and procedures in order to determine the child's development, performance, strengths, and needs within the family context. This knowledge is essential to developing appropriate education and intervention strategies.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate plans assessments in collaboration with the family and other members of the transdisciplinary team.
- Each candidate is competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments.
- Each candidate examines the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered.
- Each candidate uses information-gathering strategies that are appropriate to the culture and language of the child and his or her family.
- Each candidate modifies assessment procedures to accommodate or compensate for the impact of the child's disability on performance.
- Each candidate demonstrates the ability to work as an integral and contributing member of a transdisciplinary team.
- Each candidate communicates assessment findings verbally and in writing accurately, sensitively, and in jargon-free language.
- Each candidate uses assessment findings to help determine intervention strategies.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 4

Individualized Family Service Plan (IFSP) Process

Each candidate demonstrates an understanding of the IFSP process and participates with the family and other members of the team in the development and implementation of the IFSP and the coordination of services.

Rationale

The Individualized Family Service Plan and the process used to develop it are the foundation for service delivery for infants, toddlers, and their families. Through this process, the voices of the family and professionals are heard; the services to be provided are recorded; and their expected outcomes are documented. The IFSP also provides the standard against which child, family, and program accomplishments can be measured.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to provide information to family members about the IFSP process, supports family members throughout the process, and follows up with families to ensure that the IFSP document is consistent with the goals that they have for their child and family.
- Each candidate collaborates with other team members in the development of IFSPs.
- Each candidate demonstrates skill in soliciting family members' concerns and priorities in relation to their child's developmental needs.
- Each candidate demonstrates the ability to write outcomes, supported by more specific goals and objectives, for the child.
- Each candidate demonstrates the ability to write family outcomes that express the family's goals.
- Each candidate monitors progress based on the IFSP outcomes.
- Each candidate ensures that the legal requirements of the IFSP process are met in a manner respectful of and sensitive to the family.
- Each candidate demonstrates the ability to perform the role of service coordinator.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 5

Curriculum: Birth Through Pre-K

Each candidate designs and implements curriculum that addresses the child's specific, disability-based learning needs, is developmentally appropriate, and relevant to the family's concerns and priorities.

Rationale

Curriculum for infants and young children with and without disabilities must be experiential, emphasize all developmental domains, be developmentally and individually appropriate, and reflect family's concerns and priorities. Often children with disabilities require modifications of the curriculum in order to maximize their learning abilities and potential.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to modify and adapt typical infant, toddler, and preschool curriculum to meet the needs of young children with disabilities.
- Each candidate organizes and presents curricular content in ways that address the child's special needs and are meaningful and appropriate for young children.
- Each candidate demonstrates the ability to monitor curricular activities to ensure their relevance for the child and family.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 6

Intervention and Instructional Strategies

Each candidate applies a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child's disability, maximize the child's learning potential, and are developmentally appropriate.

Rationale

Optimizing the development of the infant and young child with disabilities necessitates skill in designing intervention and instructional strategies that are appropriately prepared, implemented, and supported by current research.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.
- Each candidate demonstrates the ability to plan specially designed teaching strategies and other interventions for children that meet the individual needs and interests appropriate to their development, sociocultural background, and experiential level.
- Each candidate demonstrates a broad repertoire of developmentally appropriate teaching strategies and adaptations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 7

Learning Environments

Each candidate demonstrates the ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of natural settings such as homes, child care and development settings, or other community environments.

Rationale

Early childhood special educators must be flexible and be effective teachers in both traditional and nontraditional settings because infants and young children with disabilities receive services in a broad continuum of environments.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates the ability to establish a positive learning climate for children in a variety of settings.
- Each candidate demonstrates the ability to provide services in the home in non-intrusive, family-centered ways.
- Each candidate demonstrates skill in organizing group settings that promote positive social interactions.
- Each candidate supports the inclusion of children into typical, age-appropriate community environments.
- Each candidate endeavors to maximize physically and emotionally safe environments for children and their families.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Early Childhood Special Education Certificate

Standard 8

Field Experience

Each candidate has at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Field experiences include a regular preschool program and another community program for infants, toddlers, or preschoolers.

Rationale

Individualized, well-supervised field experiences in a variety of settings provide the candidate the opportunity to observe best practices and to begin integrating and applying the knowledge and skills learned in academic coursework. Early childhood special educators work in a variety of settings and should have field experiences in a continuum of those settings.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate has a variety of observations and experiences in a wide range of early childhood settings with a diversity of populations.
- Each candidate has opportunities to reflect on field experiences in relation to academic learning and practical applications.
- Each candidate demonstrates skill in working with families with young children with disabilities.
- Each candidate has the opportunity to work with young children individually and in group settings.
- Each candidate has the opportunity to work with children and families in enter-based and home-based settings.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.